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ABSTRACT

This document contains the 11 publications constituting the first stage of the Voyager program, which is a four-stage program that utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today's world and to take adult learners from the beginning stages of reading through the ninth-grade level. The Voyager program combines contemporary content and instructional approaches with traditional instructional practices to help adult learners develop reading, writing, listening, speaking, and thinking skills through theme-based lessons that include opportunities for students to work independently and collaboratively in a variety of settings. The publications included in Stage 1 are targeted toward beginning readers and emphasize short reading selections containing common words; phonics instruction; and writing, speaking, and listening activities to teach basic skills and build students' confidence. The specific Voyager components included in this document are as follows: (1) a teacher's resource guide; (2) a foundation book that includes units on consonants, short vowels, and blends; (3) a Level 1 book featuring units on hopes and dreams, everyday heroes, thrilling moments, and friendship; (4) foundation

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and Level 1 workbooks; (5)foundation and Level 1 vocabulary workbooks; (6) puzzles for use with the foundation book and Level 1 book; and (7) a student booklet and teacher scoring guide for a tool for student placement. (MN)

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Voyager: Reading and Writing for Today's Adults

Foundation and Level 1 Teacher's Resource Guide

Foundation Student Book
Foundation Student Workbook
Foundation Puzzles.
Foundation Vocabulary Workbook

Level 1 Student Book
Level 1 Student Workbook
Level 1 Puzzles
Level 1 Vocabulary Workbook

Voyager Placement Tool for Levels Foundation-6
    Student Booklet
    Teacher Scoring Guide

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Teacher's Resource Guide

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Reading and Writing for Today's Adults

Voyager

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New Readers Press

Teacher's Resource Guide

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1

Reading and Writing for Today's Adults

Voyager

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16. Tips for Preparing a Progress Portfolio
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18. Phonics Elements in *Foundation Book* and *Voyager 1*

Overview of the Series

Voyager: Reading and Writing for Today's Adults is a four-stage program that utilizes contemporary content and instructional approaches to teach the reading, writing, critical thinking, and communication skills that adults need in today's world. It takes students from the beginning stages of reading and writing through the ninth-grade level.

The *Voyager* series consists of nine student books, nine workbooks, four teacher's resource guides, and a placement tool.

▶ Key Features and Benefits

1. ***Voyager* integrates contemporary content and instructional approaches with the best elements from traditional instruction and practice.** In the early books, phonics and other word recognition strategies are combined with reading comprehension instruction. Later books emphasize comprehension and meaning. Instruction in the writing process is combined with instruction in spelling, capitalization, punctuation, grammar, usage, and sentence structure. This balanced approach results in a solid, effective program.
2. **Each lesson integrates reading, writing, listening, speaking, and thinking skills.** Research has shown that literacy development is enhanced when students have the opportunity to apply all these skills to a single topic. Activities and skill-building exercises in *Voyager* are related to the topic of the reading selection, the core of the lesson.
3. ***Voyager* is theme-based.** In *Foundation Book*, each lesson has a theme. The other eight student books are divided into four units, each with its own theme. This theme-based approach encourages students to delve into a topic using a variety of approaches. As students complete the reading, writing, and thinking activities in a unit, they have opportunities to examine the common concepts and issues associated with that unit's theme.
4. **Students work with authentic reading selections and writing assignments—practical, informational, and literary.** *Voyager* draws from a combination of high-quality literature, information-rich articles, adult student writings, and the types of forms, documents, and graphic material adults commonly encounter. Working with these materials, students achieve success at both academic and everyday reading and writing activities.
5. **Activities in *Voyager* give students opportunities to work both independently and collaboratively.** Students complete some activities by themselves. In other activities, students participate in discussions, group problem solving, and so on. These varied ways of working reflect daily life.
6. ***Voyager* can be successfully used in a variety of settings.** *Voyager* can be used in large- or small-group instructional programs, in one-on-one tutorial situations, and independently for self-study in an individualized or learning lab program. This flexible instructional format meets the needs of a wide variety of programs.
7. ***Voyager* provides additional support for both students and teachers.** Workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons. Teacher's resource guides provide valuable additional background information, teaching ideas, and photocopy masters (PCMs). These support materials save time by helping teachers create lesson plans and reinforcement materials.

▶ A Closer Look at *Voyager* Components

- **Nine student books** form the instructional core of the *Voyager* program.
- **Nine workbooks,** one for each student book, provide students with extra skills practice.
- **Four teacher's resource guides,** one for each stage, contain a general overview and orientation to each stage, lesson-by-lesson teacher's notes and extension activities for the student books, and PCMs for both instruction and assessment.
- **The placement tool** helps teachers place students in the appropriate *Voyager* student book.

The Four Stages

The *Voyager* series is a four-stage program. Each stage of *Voyager* reflects a separate stage of reading and writing development. Thus, each stage has its own emphasis and design. The four stages are

1. **Learning to Read** (Reading levels 0.5–2.5) Emphasis at this stage is on short reading selections containing common words; phonics instruction; and writing, speaking, and listening activities to teach basic skills and build confidence.
2. **The Emerging Reader** (Reading levels 2.0–4.5) Emphasis at this stage is on literary and informational reading selections; phonics and other word recognition strategies; comprehension and critical thinking strategies; and writing, speaking, and listening skills.
3. **Reading to Learn** (Reading levels 4.0–7.5) Emphasis at this stage is on expanding students' reading, thinking, writing, and oral communication skills, using reading materials typically found at home, at work, at school, and in the community.
4. **Reading for Work and Life** (Reading levels 7.0–9.5) Emphasis at this stage is on having students learn and apply reading, thinking, writing, and oral communications skills through themes and readings that are work- and life-oriented.

Components of the Voyager Series

Stages	Student Books (96 – 176 pages)	Reading Levels	Workbooks (48 pages each)	Teacher's Resource Guides
Learning to Read	Voyager Foundation Book (96 pages) Voyager 1 (128 pages)	0.5 – 1.5 1.0 – 2.5	Voyager Foundation Workbook Voyager 1 Workbook	Teacher's Resource Guide for Foundation Book and Voyager 1 (80 pages)
The Emerging Reader	Voyager 2 (128 pages) Voyager 3 (128 pages)	2.0 – 3.5 3.0 – 4.5	Voyager 2 Workbook Voyager 3 Workbook	Teacher's Resource Guide for Voyager 2 and 3 (80 pages)
Reading to Learn	Voyager 4 (160 pages) Voyager 5 (160 pages) Voyager 6 (160 pages)	4.0 – 5.5 5.0 – 6.5 6.0 – 7.5	Voyager 4 Workbook Voyager 5 Workbook Voyager 6 Workbook	Teacher's Resource Guide for Voyager 4 – 6 (96 pages)
Reading for Work and Life	Voyager 7 (176 pages) Voyager 8 (176 pages)	7.0 – 8.5 8.0 – 9.5	Voyager 7 Workbook Voyager 8 Workbook	Teacher's Resource Guide for Voyager 7 and 8 (80 pages)

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▶ A Closer Look at the Student Books

Voyager contains nine student books.

Foundation Book

The first book is *Foundation Book*. This book has 28 lessons divided into five units. Units 1–3 contain 18 lessons and introduce the sounds and names of single consonants. Unit 4 contains five lessons that introduce the five vowels and the short vowel sounds in a word-family context. Unit 5 contains five lessons introducing common initial consonant blends.

The activities in each lesson give students opportunities to generate words containing the target letters and sounds, and to read and write sentences or stories that contain words with those letters and sounds. The lessons also include activities to build listening, speaking, and critical-thinking skills.

Student Books 1–8

▶ **Units:** Student books 1–8 are each divided into four units organized around themes relevant to adult life, such as Hopes and Dreams, Express Yourself, On the Job, and Resolving Conflict. Each unit contains three lessons in which students explore different aspects of the theme while working with activities that integrate reading, writing, listening, speaking, and thinking skills.

Each unit ends with (1) a one-page Writing Skills Mini-Lesson that teaches a specific writing skill, such as capitalization, and (2) a cumulative unit review that covers the main skills taught in the unit.

▶ **Lessons:** Lessons in student books 1–8 contain the following features:

Pre-Reading Activities: Each lesson begins with a pre-reading activity designed to activate student interest and prior knowledge, or to teach information needed to understand the reading at the heart of the lesson.

Reading Selections: Over the course of the series, students are exposed to a wide variety of authentic, high-quality reading selections. The readings are a rich mixture of short stories; poetry; drama; essays; adult student writings; informational pieces; and common documents, forms, and graphics.

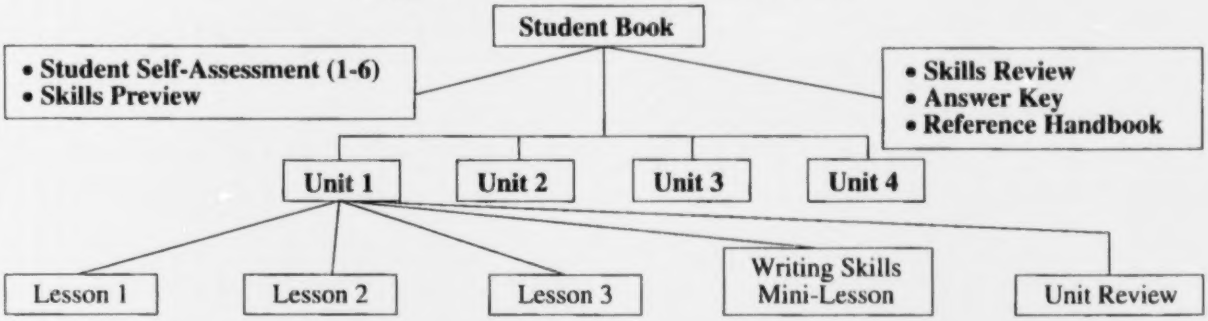
Post-Reading Activities: Through activities related to the reading selection and the unit's theme, students develop their vocabulary, comprehension, and higher-order thinking skills; build their writing competence; and work to master common documents, forms, and graphics. The blend of these features depends on the level of the book.

▶ **Assessment:** Each book begins with a Skills Preview and ends with a cumulative Skills Review. Books 1–6 also contain student self-assessments to use before beginning and after completing each book.

▶ **Answer Key and Reference Handbook:** Students can find an answer key and a reference handbook at the back of each book.

The diagram below shows the organization of Books 1–8.

Organization of *Voyager* Books 1-8



▶ A Closer Look at Assessment

Assessment in *Voyager* is based on these principles:

1. **Assessment should inform instruction.** Assessment can monitor a student's progress, provide feedback and a framework for remediation, and determine mastery.
2. **Assessment should allow learners to express expectations and evaluate progress.** Specific instruments can help students express their goals and needs and evaluate what they have learned.
3. **Assessment should allow for measurement and documentation of a student's progress and educational gains.** Such documentation is essential for students, teachers, and schools.

Series Assessment Tools

This program provides these assessment tools:

- The **Placement Tool** will help you to place a student in the appropriate *Voyager* student book.
- **Student Interest Inventories** in Books 1–3 and **Student Self-Assessments** in Books 4–6 let students evaluate their level of activity and proficiency with various reading and writing tasks.
- The **Skills Preview** in each student book tests students' proficiency with the reading and writing tasks to be covered in the book.
- **Unit Reviews** test the key skills in the unit.
- The **Skills Review** in each student book tests the key reading and writing skills taught in the entire book.

Alternative Assessment Tools

You can utilize any of the following alternative assessment instruments with *Voyager.*

▶ Writing

Dialogue Journals: A student writes observations and ideas in a journal on an ongoing basis, and the teacher responds in the journal (see page 12).

Writing Portfolios: These are collections of student writings (see page 12).

▶ Personal Progress Portfolios

Working Folders: Students date and keep all their works-in-progress and finished work in their working folders. They also keep their "Student Progress Tracking Sheets" in this folder.

Progress Portfolios: Progress Portfolios let students demonstrate progress over time. PCMs have instructions for helping *Voyager* students evaluate the material in their Working Folders and assemble Progress Portfolios.

▶ Evaluation

Student conferences allow you to evaluate a student's portfolio. These conferences should help students to see their progress as well as show them areas that need improvement. A PCM is provided as a guide for conducting these conferences.

Main Purposes of Voyager Assessment Tools

	Inform Instructor	Empower Learner	Measure Progress
Series Assessments			
Placement Tool	X		
Student Interest Inventory		X	X
Skills Preview	X	X	X
Unit Review	X	X	X
Skills Review	X	X	X
Alternative Assessments			
Dialogue Journal	X	X	
Writing Portfolio	X	X	X
Personal Progress Portfolio	X	X	X

Suggestions for Teaching
Voyager Foundation Book and *Voyager 1*

The first two student books in the *Voyager* series are intended for students at the 0.5–2.5 reading levels. These books assume students have a very basic knowledge of the alphabet and letter/sound correspondences.

▶ Characteristics of Adult New Readers

When working through these or other materials, keep in mind the following characteristics common to adult learners.

Adult learners	**As a teacher or tutor of adult learners you should**
want and deserve respect but may fear school	• stress accomplishments • give frequent praise • emphasize existing skills
have a wealth of life experience	• emphasize how much students already can do • design some activities around students' interests and experiences
may feel insecure about using new skills	• provide many opportunities for practice • model and practice skills before having students work independently
are accustomed to making decisions	• involve students in setting goals and objectives • offer choices of activities • respect the students' priorities
may find planning for the future difficult	• help students to prioritize learning goals • develop supplemental activities around students' special interests • use time carefully

Adapted from *Teaching Adults: A Literacy Resource Book*, New Readers Press, 1994

▶ Purpose of *Foundation Book* and *Voyager 1*

Voyager Foundation Book emphasizes, within a thematic context, single consonant/sound correspondences, short-vowel word families, and selected two-letter initial blends. Students complete reading and writing tasks while developing a core sight vocabulary and learning basic phonics skills.

Voyager 1 emphasizes some of the key components of the reading and writing processes. Students work on decoding skills, use prereading strategies, and complete postreading comprehension checks. Students also begin to apply higher-order thinking skills, such as making inferences, to their reading, and to follow the key stages of the writing process.

After successfully completing these two books, students will have learned to

- work through theme-based lessons
- decode words with consonant sounds, short and long vowel sounds, consonant blends, and digraphs
- employ a basic sight vocabulary
- utilize several reading strategies
- apply some higher-order reading skills
- take a piece of writing through the writing process
- apply some basic conventions of written English, such as writing sentences and capitalization

▶ Working with Adult New Readers

Voyager has been developed to help adult readers build their reading and writing skills. To accomplish this, adult students should be exposed to a wide variety of written materials in addition to the material in these books. You can also employ a variety of strategies to help adult new readers build their skills and self-confidence. Here are suggestions in four key areas: Word Recognition, Sight Vocabulary, Fluency, and Comprehension.

Improving Word Recognition

When skillful readers come to a word they don't know, they use specific strategies. These strategies need to be taught to readers who don't use them.

1. **Context clues:** Have students try to figure out the meaning of an unfamiliar word by using its context—the surrounding sentence and paragraph. This strategy keeps students focused on the whole piece. Encourage students to try this strategy first when they encounter an unknown word.

   When students come to a word they don't know, have them say "blank" and read the rest of the sentence or paragraph. Have them think of a word that would fit in place of "blank," then reread the sentence using that word to see if it makes sense (even if it isn't correct).
2. **Phonics:** Students can sound out a word using sound/symbol relationships to decode the word. When students come to a word that they can't read, have them underline each consonant and make its sound. Then have them blend the sounds together to make a word and see if the word fits in the context of the sentence. [*"The car was stuck in tr ff c." (traffic)*]
3. **Word families:** All the words in a word family end in the same group of letters and rhyme (*bell, fell, tell, spell*). See page 29, "Working with Word Families," for more information.

Sight Vocabulary

Skillful readers have a body of sight words—words they recognize immediately. The more they read, the more their body of sight words grows.

As students progress, they should build the number of words that they recognize automatically. Students can create flash cards and personal dictionaries with words they encounter frequently and want to learn.

Flash cards: Have students make a card with the target word on the front and either a picture representing the word or a sentence using the word on the back. Have them make cards for 5 to 10 new words at a time. Encourage students to review the words at home. Allow time in each lesson for students to review their cards. As they review, have students divide the cards into two piles—words that they recognize immediately and those they do not. Students can repeat the process until the second pile is gone.

Personal dictionaries: Students can develop their own dictionaries to help them learn sight words. Have them label each page of a notebook with a letter of the alphabet. They can write a word they want to learn and a sentence that uses that word on the appropriate page. Students can also create special pages for different contexts, such as work, school, family, and other topics of special interest.

Increasing Fluency

Many beginning readers read hesitantly and without expression. It is important for them to improve their fluency because it will increase their understanding and enjoyment of written materials. Below are tips for improving reading fluency.

1. **Read aloud:** Read aloud to students while they listen or follow along. The purpose is to model reading with good phrasing and expression.
2. **Echo reading:** Read a sentence aloud and then have students read the same sentence aloud. Gradually increase the amount of text you read.
3. **Paired reading:** You and the students read aloud simultaneously, but you set the pace. As students' fluency increases, lower your voice so that students can clearly hear themselves.
4. **Alternate reading:** Depending on the level of the material and the ability of the student, read the first sentence or paragraph aloud. Then have the student read the next sentence or paragraph. Alternate until you have finished the selection. Students can do this in pairs, but don't pair students who both read hesitantly.

Improving Comprehension

Even if students can read all the words in a selection, they may not understand the meaning of the passage. Research has shown that people get more out of reading if they use strategies that actively engage them in the reading process. Here are strategies to help students improve their comprehension.

1. **Recalling background knowledge:** Have students recall what they already know about the topic of a reading selection. For example, if the selection is about Rosa Parks, ask students what they know about Rosa Parks and her famous bus ride.
2. **Previewing the reading:** Before beginning to read the selection, read its title and discuss any pictures or other graphics.
3. **Setting a purpose:** Either you or the students can set a purpose for reading. You could ask students what they would like to find out—their purpose for reading (*"Find out about Sal's dream."*). When students finish the reading, have them discuss whether they fulfilled this purpose.
4. **Prediction:** When people watch a movie or a TV show, they speculate on what is going to happen as a storyline unfolds. Use the following process to help students apply this to reading. Before reading, discuss the title and any pictures. Have students predict what the selection will be about. While reading, stop periodically and ask questions such as, *"What do you think will happen next?"* or *"How do you think this will end?"* Have students check the accuracy of their predictions as they read. Model this by reading aloud, asking questions, and thinking through your answers aloud.
5. **Retelling:** Students can retell stories to you or to each other. Have them start by saying, *"This story is about . . ."* Have students retell the story in the correct order and include the major points.
6. **Cloze exercises:** These exercises give students practice using context clues to construct meaning. Select a passage that is at or below the student's reading level. Leave the first and last sentence intact. Delete words from the remaining sentences. Be sure to select words for which there is some context. (*"After school, many kids go home to an _____ house,"* rather than *"After ____, many kids go home to an empty house."*) You can also fill in the first letter of the deleted word. (*"After school, many kids go home to an e____ house."*) Ask students to fill in each missing word and reread each sentence to be sure the word makes sense.

▶ Working with Adult New Writers

Adult students often willingly express their views orally but are hesitant to write them. Here are some strategies to help adult new writers build their writing skills and self-confidence.

As you help students improve their writing, you should

- provide frequent uninterrupted times for writing
- allow more time for actual writing than for writing skills practice
- carry out each writing assignment yourself and share your writing with students

The Writing Process

One key to unlocking the talents of adult new writers is to work with them through the stages of the writing process. Accomplished writers don't simply get an idea, write it down, and produce a final piece. But adult new writers don't know that. They need to be taught that good writing usually involves these five stages.

1. **Prewriting:** deciding what to write about and organizing ideas. To help students generate ideas
   - Write a word or a topic on the board. Have students brainstorm ideas about the topic. Write all of the ideas down; don't dismiss anything. Have students select any ideas they want to use in their writing.
   - Encourage students to organize their thoughts by using simple outlines, lists, or graphic organizers, such as idea maps.
2. **Drafting:** getting ideas down in sentence form. Tell students not to worry about spelling or grammar at this stage. Encourage them to get their ideas down on paper as well as they can, and to ask for help if they need it.
3. **Revising:** clarifying and refining the content. Model how to revise material by asking questions that students should learn to ask themselves. Ask a volunteer to read his or her draft, or read one of your own. Then ask questions such as, *"Have you made the point that you wanted to make? Are the ideas in an order that makes sense? Is there anything you want to add or delete? Have you used the best words?"* Listeners can also give feedback. Based on the responses, the student can revise the draft. As students become better at this process, they can do it in pairs.
4. **Editing:** fixing errors in grammar, mechanics, and usage. When students have revised their drafts to their satisfaction, help them review their work for errors in grammar, spelling, capitalization, and punctuation. Have them use the Reference Handbook in their books. Focus on one or two key concepts at a time so they are not overwhelmed. Look for teachable moments where a specific skill can be practiced.
5. **Publishing:** writing a final draft and sharing it with others. Students can share their work with others in or outside the class. You can display writing in the classroom. Students can make a class book of their writing.

Language Experience Approach (LEA)

This approach is popular with new readers and writers because it uses students' own ideas, experiences, and vocabulary, while allowing the student to concentrate on the composing aspects of writing. Here is one way to conduct a language experience activity.

1. Ask a student to tell you about a recent or important experience.
2. Write down exactly what the student says. Begin each new sentence on a new line. Ask the student to suggest a title.
3. Read the story back to the student and ask for any additions or corrections.
4. Read each sentence to the student, tracking the sentence with your finger. Have the student read each sentence after you.
5. Have the student read the entire story independently. If the student has difficulty, use paired or echo reading (see page 10).

6. Have the student choose words from the story to add to flash cards or to a personal dictionary (see page 9).
7. Have the student copy the story, date it, and place it in a working folder.

Note: When working with a group, have each student contribute one sentence as you write the story on the board.

Journals

Encourage students to keep some type of journal in a notebook. Explain that they don't revise or edit a journal.

- A **personal journal** includes a student's personal thoughts, activities, or observations. Students can keep these private or choose to share them.
- A **dialogue journal** becomes a written dialogue between you and the student. In the journal, you respond to the student's ideas and share your own. You can model corrections in your responses, but do not correct the student's writing.

Handwriting

For adult new writers, handwriting development can be arduous and time-intensive. Here are some ideas to keep in mind.

- Using PCM 1: Letter Formation Chart, show students how to form letters they are unfamiliar with. Choose letters in a student's name or in words that he or she would like to write.
- Don't overdo handwriting practice.
- Students can practice by copying words or sentences that are short and meaningful to them.
- If students can't write in cursive, teach them to sign their names, but don't focus on cursive writing.

Spelling

Students need to understand that while spelling is important in effective writing, becoming a good speller is a long-term process. They need not correct every spelling error in each piece. Take a long-term approach to spelling by following these tips.

- Have students keep a personal spelling list of words that they want or need to know how to spell. Have them label each page of a notebook with a letter of the alphabet. They should write words they want to learn to spell on the appropriate pages. They can also write a sentence that uses the target word if they wish.
- Make lists of words that students commonly use and misspell. Look for patterns in their errors, and teach any rules that relate to the most common mistakes.
- Teach spelling rules that relate to the reading skills you are teaching. For instance, if you are reading the *-ill* word family, explain that the *il* sound is usually spelled *-ill* at the end of words. As with reading, learning to spell a word in a word family gives students the ability to spell other words in that family without having to study each word individually.
- To help students avoid getting bogged down when writing first drafts, encourage them to use **invented spelling**—guessing how to spell a word based on the way it sounds. They can correct their spelling when they edit their work.

Writing Portfolios

For students, one of the most important factors in developing confidence in writing is seeing progress over time. Have students date and keep all their writings in a working folder. Review these writings together periodically and discuss areas of improvement. Students can select special pieces to place in a Writing Portfolio or in a more comprehensive Personal Progress Portfolio (see page 7). Here are some tips for developing either type of portfolio.

- Have students keep unfinished pieces in their working folders.
- Have students use PCM 16 to select the best pieces from their working folders to include in their portfolios.
- If a student takes a piece of work through the writing process, staple the drafts together with the final draft on top. Date the final piece.
- Use PCM 17: Portfolio Conference Questionnaire to help students evaluate their progress.

Foundation Book

▶ *Foundation Book* Scope and Sequence

Foundation Book has five units. All lessons within one unit have the same instructional design. However, the instructional design changes from unit to unit, slowly progressing in difficulty throughout *Foundation Book.*

Unit	Readings	Sight Words	Lesson Objectives
Unit 1: Consonants Lessons 1–5 (b, d, f, h, g, j)	• 1 reading • each sentence on new line	pictures & text	• learn the names and sounds of 6 consonants • identify, dictate, and copy words with the target letters • dictate, copy, and read sentences • learn sight words • read and complete a 3- or 4-line cloze story • dictate, read, and copy a language experience story
Unit 2: More Consonants Lessons 6–12 (c, k, l, m, n, p, q, r)	• 1 reading • each sentence on new line	pictures & text	• learn the names and sounds of 8 consonants • identify, dictate, and copy words with the target letters • dictate, copy, and read sentences • learn sight words • read, complete, and discuss a 5-line cloze story • dictate, read, and copy a language experience story
Unit 3: More Consonants Lessons 13–18 (c, s, t, v, w, y, x, z)	• 1–2 readings • each sentence on new line	pictures & text	• learn the names and sounds of 8 consonants • read and discuss a 4- or 5-line reading • identify, dictate, and copy words with the target letters • learn sight words • read a 7- to 8-line story or poem and add an ending; discuss • dictate, read, and copy a language experience story
Unit 4: Short Vowels Lessons 19–23 (a, e, i, o, u)	• 1 limerick • 1 story • each sentence on new line	text only	• learn the names and short sounds of the 5 vowels • read and discuss a 5-line limerick • generate, read, and write word-family words • learn sight words • read, complete, and discuss a 5- or 6-line cloze story • write sentences • dictate, read, and copy a language experience story
Unit 5: Blends Lessons 24–28 (bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sl, sm, sp, st, sk, sn, tr, tw)	• 2 related stories • paragraph format	text only	• learn the sounds for 19 initial consonant blends • read and discuss a list or a story • generate, read, and write words with the target initial blends • add initial blends to short-vowel word families to make words • learn sight words • read a story • answer comprehension questions about the story • dictate, read, and copy a language experience story

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How to Use *Foundation Book*

You can use *Foundation Book* for one-on-one or small-group instruction. The Teacher's Notes that start on page 16 of this guide provide guidance for teaching each of the lessons in *Foundation Book*. You may adapt these ideas to fit your situation.

Before you begin to work with *Foundation Book*, read "Suggestions for Teaching *Voyager Foundation Book* and *Voyager 1*" on page 8. This material gives insight into the special needs of adult new readers and writers. It suggests specific strategies that have proved successful with adult literacy students.

To begin your work with *Foundation Book*, discuss students' educational goals with them. Describe ways in which you will be helping them reach those goals. Work through the assessment materials at the beginning of the book to assess students' skill levels and needs.

As you work through *Foundation Book*, keep in mind that adult new readers need a lot of feedback. Focus on the positive—what students have learned or accomplished. However, keep in mind that adult students can also detect insincere praise, so be positive but truthful. Encourage as much independence as possible, but be careful not to frustrate students by having unrealistic expectations.

Working with a Range of Students in a Group Setting

If you are involved in group instruction, your students' literacy levels may vary. Students may range from those who are new to reading to those who just need a review before moving on to the next level. It is essential that you get to know your group members as individuals with very specific skill levels and interests.

If students in the group have very diverse skills, you may use any of the following strategies:

- In early lessons, let more advanced students work more independently. Don't let them work ahead of the group, but encourage them to do slightly more work than required by the lesson. For instance, they may write one or two more sentences than the lesson calls for.
- Continue to have more advanced students do additional work in later units. In Unit 3, they can copy the story in Part 4A, or write sentences based on the story. In Unit 4, they can identify additional word-family words and write additional sentences. In Unit 5, they can write other words with the target blends, or copy the stories.
- If it would be beneficial, pair a more advanced student with another student to work through a lesson. The advanced student might help the other student identify target-letter words or help complete other exercises.

Using the Alphabet (p. 4)

This tool assesses a student's ability to recognize letters of the alphabet and copy them accurately. Work one-on-one as a student completes this page. Ask the student to say the name and sound for each letter. Listen carefully to the pronunciation. Check the way the student copies each letter. Look for signs of common learning disabilities, such as reversing *b, d, s,* or *z;* making *p, b, m,* or *w* upside down; or confusing similar letters such as *c* and *o.*

If you find that students have a problem with certain letters, try the following strategies:

- Use PCM 1: Letter Formation Chart to help students form the letters.
- Encourage students to form each letter by starting with the correct stoke. For instance, start a *b* with a downstroke and then add the circle. Reverse the process for *d:* start with the circle and then add the downstroke.
- Help students relate the letter to an object that begins with the letter and resembles the letter's shape (e.g., a snake can look like an *s*).

Using the Skills Preview (p. 6)

The purpose of the Skills Preview is to help you further assess a student's letter and word recognition and copying skills. Work one-on-one as a student completes the preview. You may want to demonstrate how to do the first item in each section, but then let the student work as independently as possible. Ask the student to read the letters, words, and sentences aloud. If he or she has difficulty, read them to the student.

Assess the student's performance on the preview. To be successful in this series, students need to do well on Part A. If students make errors on Part B, examine the types of mistakes they are making—scrambling the order of letters, confusing letters that are similar in formation, inaccurately tracking through words, etc. If students have trouble matching the capital and lowercase letters in Part C, work on handwriting skills. In Part D, look at letter formation, spacing between letters and words, and accurate copying. If patterns of errors emerge in any part of the preview, you will probably need to do extensive one-on-one tutoring as you work through *Foundation Book.*

If a student seems capable of doing higher-level work than required in the preview, you may want to have that student complete the *Foundation Book* Skills Review or the *Voyager 1* Skills Preview to determine if that book is more appropriate.

Working through the Units

For detailed explanations and tips for teaching *Foundation Book* lessons and unit reviews, refer to the Teacher's Notes that begin on page 16.

Each lesson in Units 1 and 2 begins with the section "Talk, Write, and Read." Begin these lessons by following the letter/sound strategy outlined in the notes for Lesson 1. This strategy will help students learn the target letters and the sounds they represent. Although lessons in Units 3–5 follow a slightly different pattern, you can continue to use the same basic strategy to teach the consonants, word families, and consonant blends in those lessons.

Using the Skills Review (p. 86)

The Skills Review is a comprehensive review of the lesson content in *Foundation Book.* Words and characters from throughout the book appear in the Skills Review. Exercise formats in the Skills Review reflect formats in the *Foundation Book* unit reviews. Let students complete the Skills Review as independently as possible. Have them read aloud and explain their answers as they work.

If a student struggles through one or more sections of the Skills Review, assess the area(s) in which the student has trouble. You may want to review lessons and/or units in which these areas are covered. If a student does well on the Skills Review, you should feel comfortable moving that student on to *Voyager 1.*

Using the Reference Handbook (p. 93)

The Reference Handbook contains the following features:

- Numbers
- Months of the Year
- Days of the Week
- *Foundation Book* Word List

You and your students can refer to the Reference Handbook at any time during *Foundation Book* instruction. Here are some tips:

- Sometimes numbers, days, and months will occur naturally in students' dictation. Use those times as opportunities to teach these necessary words and spellings. Refer to the handbook as you do so.
- Use the Reference Handbook to design homework assignments. For example, have students fill in a blank monthly calendar. Have them write the days of the week above the squares and fill in the numbers according to the current month. Students can also copy the numbers, both digits and words, or the months and their abbreviations as homework.
- Encourage students to choose words from the Word List that they want to learn. Students can enter these words on the appropriate pages in their personal dictionaries (see page 9).
- For review and reinforcement, scan the Word List for words from earlier lessons that contain the target letter of the current lesson.

Foundation Book Teacher's Notes

Pre-Assessment

Before you begin Unit 1 with students, be sure to have them complete page 4, "Alphabet," and the Skills Preview (see page 14).

In addition to *Foundation Book,* students will need
- a folder in which to keep their finished work and their work-in-progress (see page 12)
- a spiral-bound or three-ring notebook in which to create a personal dictionary (see page 9)
- another notebook for their personal spelling list (see page 12)

▶ Unit 1: Consonants

Part of Unit	*Foundation Book* pages	TRG pages	Workbook pages
Lesson 1 (B)	8 – 9	16 – 18	4
Lesson 2 (D)	10 – 11	18	5
Lesson 3 (F)	12 – 13	18 – 19	6
Lesson 4 (H)	14 – 15	19	7
Lesson 5 (G and J)	16 – 19	19 – 20	8 – 9
Unit 1 Review	20 – 23	20	10 – 11

Student Objectives

Reading

- Learn the names and sounds of *b, d, f, h, g,* and *j.*
- Identify words with the target letters, using pictures, signs, and own experience.
- Learn sight words.
- Read new words in a series of related sentences and in student-dictated stories.
- Put sentences in sequence.

Writing

- Dictate and copy words with the target letters.
- Dictate and copy sentences.
- Select and copy words to complete sentences.
- Copy student-dictated stories.
- Fill in missing letters to form words.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

Mechanics

- Understand these uses for capital letters: on signs; to begin sentences; for the names of people, months, and days; in titles.
- Understand the purpose of three punctuation marks: period, apostrophe, and question mark.

▶ Unit 1 PCMs

PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCM 3: Unit 1 Words

▶ Personal Dictionaries Encourage students to choose 5 to 10 words to add to their personal dictionaries during each lesson in Unit 1 (see page 9).

▶ Personal Spelling Lists Encourage students to add words they want to learn to spell to their personal spelling lists (see page 12).

Lesson 1: Bb (pp. 8–9)

Read the lesson title. Point out the capital and lowercase *b* in the alphabets at the top of the lesson pages. Have students say the name of the letter.

1. **Talk, Write, and Read** Read the photo caption. Use the letter/sound strategy outlined below to teach the letter *b.*

A. Talk about what you see in this picture.
1. Discuss the picture on the lesson page. Ask students to describe the scene as a whole.
2. Explain that you will be focusing on words that start with the letter and sound of *b*. Model the sound *b*. Have students repeat the letter and its sound.
3. Ask, *"What objects in the picture start with b?"* Give one or two examples. Point to objects in the picture. Ask students to name the objects. Repeat the words with students.
4. Give one or two examples of objects that have the *b* sound at the end or in the middle. Discuss whether students hear the *b* sound in those positions. Repeat the words with students.

B. Write words with the letter *b* like *book*. You may use words from the picture.
1. Encourage students to say words that contain *b*. The words may include, but should not be limited to, words in the picture.
2. Write the words, underlining each *b*. Read each word aloud. Then have students read the words aloud with you. Finally, let each student read the words aloud independently.
3. Have students copy the words onto the lines in their student book. Also have each student add words they don't know to their personal dictionary (see page 9).

C. Pick one word from your list. Make a sentence with the word. Have students dictate a sentence using one of the words. Write it on the first line; let the student copy it onto the second line.

If you are working with a group of students, have one or more students dictate sentences. Write them on the board. Have students choose a sentence to copy into their books.

D. Read your sentence aloud. Have each student read their sentence aloud at least one time.

▶ **Target words from picture:** *baby, bag, ball, basket, books, book store, boys, bus, by, mailbox*

▶ **What to watch for**
1. When students print the lowercase letter *b*, they might reverse it to look like *d*. If so, point out that the lowercase *b* looks like a capital *B* with the top loop missing.
2. Explain that signs are often written in capital letters (*BOOK STORE*). However, when you write sign words for students to copy, use lowercase letters (*book store*), or write the words both ways.

2. **Words to Know** Have students read the pictured words with the target letter. Point out the letter *b* and its sound in the initial, middle, and final positions. If students have trouble reading the words, encourage them to use the picture clues.

3. **Key Words** Explain that these words will be used later in the lesson. Read each word aloud and use it in a sentence.

▶ ***Special notes:*** Make sure students pronounce the ending of *closed*. Use *closed* and *close* in separate sentences. Mention that *Sunday* begins with a capital letter because it is the name of a day.

4. **Read and Write** Read the title; ask students to repeat it. Ask, *"What kinds of things can be open and closed?"* Read the words in the word box with students. Help students read each sentence to get a sense of the sentence, saying "blank" for missing words. Then have them read the sentence again, filling in the correct word orally as they read. Have them write the word on the line. Once all sentences are completed, ask students to read them aloud. Point out that each sentence begins with a capital letter and ends with a period.

5. **In Your Own Words** Have students make up a story about the picture on page 8. Write the story as students dictate it. Have them give it a title. Read the story aloud. Have students read the story aloud and copy it (see "Language Experience Approach" on pages 11–12). Students should date and keep their copies of the story in their working folders.

▶ **Extensions**

1. Use PCM 1 as a reference to show students how to make each letter. For this lesson, have students practice making *B* and *b*.
2. Encourage students to choose five words they want to learn and to add them to their personal dictionaries and/or make flash cards.

▶ **More practice:** *Foundation Workbook* p. 4 Make sure students know how to do all the workbook exercises before they begin.

Help students fill out copies of PCM 2 to include in their working folders.

Lesson 2: Dd (pp. 10–11)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

▶ **Target words from picture:** *December, desk, diploma, dog, Don Adams, door, doorknob, drawers, calendar, window, closed, shade*

▶ **What to watch for**

1. Students will tend to identify picture words that represent objects. Ask questions to help them identify other words with the target sound (*"Is the book open or closed?" "Is the desk neat or cluttered?"*).
2. If students confuse the lowercase *b* and *d*, point out how the shape of the word *bed* looks like a bed with a headboard and a footboard.

2. Words to Know See Lesson 1 notes. Point out target letter *d*.

3. Key Words See Lesson 1 notes.

▶ ***Special notes:*** Explain that sometimes we use *a* before a word and sometimes *an*. Give examples: *a* book, *a* closed book, *an* open book. Point out that one way is easier to say than the other, depending on the word it precedes. Do not go into further explanation at this point.

4. Read and Write Read the title and ask students to repeat it. Explain that *Don* always begins with a capital letter because it is a person's name. Explain the meaning of the possessive ending *'s* in *Don's*. Ask, *"What kinds of things are found in offices?"* Follow the "Read and Write" process described in Lesson 1. Remind students that each sentence begins with a capital letter and ends with a period.

5. In Your Own Words See Lesson 1 notes.

▶ **Extension:** Give each student a copy of a comic strip or short article. Read it to students. Ask them to underline each *b* or *B* and circle each *d* or *D*. Demonstrate on the board with *December*.

▶ **More Practice:** *Foundation Workbook* p. 5

Help students fill out copies of PCM 2.

Lesson 3: Ff (pp. 12–13)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

▶ **Target words from picture:** *fast food, finger, fish, flag, four, Frank, Fred's, french fries, fresh, friends, roof*

▶ **What to watch for:** Students may suggest words such as *phone* or *laugh* as examples of words with the *f* sound. Explain that some sounds can be spelled in different ways. Write the words for students to see. But ask them to write in their own books only the words that actually have the letter *f*.

2. Words to Know See Lesson 1 notes. Point out target letter *f*.

3. Key Words See Lesson 1 notes.

▶ ***Special notes:*** Demonstrate the meaning of *half* by drawing a circle cut in half. Ask students why *Friday* begins with a capital letter.

4. Read and Write Read the title aloud and ask students to repeat it. Ask, *"Why does the word* Frank *begin with a capital letter?"* Then point out other words with capital letters. Explain that main words in titles are capitalized. Ask what Frank and his friends are doing in the picture. See Lesson 1 notes. Be sure students pronounce the final *s* in *eats* ("Frank *eats* half his fish and french fries"). If students tend to drop the final *s* sound when speaking, explain that *eat* differs from *eats* in both reading and writing. Write and read other examples (*friend drinks coffee/ friends drink coffee; Don works/they work*). Remind students that each sentence begins with a capital letter and ends with a period.

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Work with students to create a menu. Have them print the names of the foods in the lesson on a piece of paper under the title "Fast Foods." Ask them to suggest prices for each item and help them write the prices.

▶ **More Practice:** *Foundation Workbook* p. 6

Help students fill out copies of PCM 2.

Lesson 4: Hh (pp. 14–15)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read** See Lesson 1 notes.

▶ **Target words from picture:** *Hal, hand, hat, his, hood, hose, house, hubcap*

▶ **What to watch for:** Do not ask students to suggest words that end in *h*. In the final position, *h* is either silent (*ah*) or part of a digraph (*cash*).

2. **Words to Know** See Lesson 1 notes. Point out *h* in the initial position.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Be sure students pronounce the final *s* in *puts*. Use *put* and *puts* in separate sentences. Ask students to use each in a sentence.

4. **Read and Write** Read the title; ask students to repeat it. Note the capital letters. Ask, *"Why does the word* Hal *always begin with a capital letter?"* Ask, *"What is Hal doing in the picture?"* See Lesson 1 notes.

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** For each student, cut apart a set of these words beginning with *h* on PCM 3: *has, his, half, He, house, hose, Hal, hand, hold, have*. Students can pair off and use them as flash cards, pasting each word on a card, if they prefer. They could also combine their sets, turn them facedown, and play this memory game: Each player takes turns turning one card over and then another. If the cards have the same word and the player can read it, he or she keeps the pair and tries again. If the cards do not match, they are turned facedown, and the next player takes a turn. When all the cards are gone, the player with the most pairs wins.

▶ **More Practice:** *Foundation Workbook* p. 7

Help students fill out copies of PCM 2.

Lesson 5: Gg and Jj (pp. 16–19)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read** Read the photo caption. Use the letter/sound strategy described in Lesson 1 with two sounds: *g* as in *garden* and *j* as in *jacket* and *giant*.

▶ **Target words from picture:** ***g:*** *garage* (first *g*), *garbage can* (first *g*), *garden, gate, gloves, growing, wagon, dig;* ***j:*** *jacket, jeans;* **g as *j*:** *vegetables, garbage can* (second *g*). Some students may pronounce the second *g* in *garage* as *j*.

▶ **What to watch for:** Focus first on words with the sound *g* as in *garden*. Do exercises 1–5 with students. Then return to the picture and discuss the sound *j* and the two letters that can represent it. If students do not identify words in which *g* sounds like *j*, suggest possibilities (*page, germ, gym*).

2. **G like Garden** Help students select words with this sound from their list. Proceed as usual with sentence dictation.

3. **Words to Know** See Lesson 1 notes. Point out target letter *g* with the sound *g*.

4. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Explain that *May* begins with a capital letter because in the following story it is the name of a month. Discuss a second meaning of *may* and use it in a sentence: *You may read the story now.* See if students can determine that with this meaning, *may* would be capitalized only if it came at the beginning of a sentence or in a title.

5. **Read and Write** Read the title and ask students to repeat it. Read the first sentence. Ask, *"Why*

do the words Jan *and* Gus *begin with capital letters?"* See Lesson 1 notes.

6. **G like Giant** Help students select words with this sound from their list. Proceed as usual with sentence dictation.
7. **J like Jacket** Help students select words with this sound from their list. Proceed as usual with sentence dictation.
8. **In Your Own Words** See Lesson 1 notes.
9. **Words to Know** See Lesson 1 notes. Point out letters *j* and *g* with the sound *j*.
10. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Explain that *July* and *August* begin with capital letters because they are months. Give a sentence to illustrate how *can* will be used in the story: *"I can read the words."*

11. **Read and Write** Repeat the process described earlier in this lesson. Complete one set of sentences before proceeding to the second set.
12. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Refer students to "Months of the Year" in the Reference Handbook (*Foundation Book* page 94). Underline the words students have read in Unit 1: *May, July, August, December.* Bring a calendar to class. Have students write their names on their birthdays. Add other important events and review this class calendar regularly.

▶ **More Practice:** *Foundation Workbook* p. 8

Help students fill out copies of PCM 2.

Unit 1 Review (pp. 20–23)

When students have completed Lessons 1–5, have them do this review. Have students read aloud and explain their answers to you when possible, so that you can monitor their progress not only with written work, but also with oral and cognitive work.

1. **Words to Review** Have students say the names and sounds of the consonants. Help them complete the first few words. Let them finish the exercise as independently as possible.
2. **Sentence Pairs** Have students read the words in the word box aloud. Have them read the sentences as independently as possible and choose and write the word to finish each sentence. Finally, have them read their completed sentences aloud, either individually or as a group.
3. **How Do You Know?** Discuss the question mark. Help students read each question. Ask them to pick the more logical answer and to explain their choice.
4. **What's the Order?** Discuss the meaning of sequence. Help students put the first group of sentences into the correct sequence. Have them do the second group on their own. Finally, have them read the sentences aloud and in order. If students have difficulty, print each sentence on a separate card and have students sequence them.
5. **Writing Sentences** Point out that the sample sentence uses all the given words plus several others. Have students dictate sentences B–D. Write the sentences and have students copy them. Have them read the sentences aloud.
6. **Puzzle** Have students read the puzzle words aloud. Help them find the correct location for one or two words. Let students complete the puzzle independently, checking off each word as they use it. If necessary, suggest that they first complete all the horizontal words.

▶ **Extension:** Cut apart the rest of the words in PCM 3. Give each student a set of words that forms a complete sentence. (e.g., *The bank is closed on Sunday.*) Review the words and ask students to make a sentence. Then replace one of the words with another word from the PCM (e.g., replace *bank* with *garage*). Ask students to read the new sentence. Continue replacing words. Tell students to copy the sentence(s). Have them save the cut-up words.

▶ **More Practice:** *Foundation Workbook* p. 10

▶ ***Final note:*** Review with students the copies of PCM 2 that they completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.

▶ Unit 2: More Consonants

Part of Unit	*Foundation Book* pages	TRG pages	Workbook pages
Lesson 6 (C and K)	24 – 25	21 – 22	12 – 13
Lesson 7 (L)	26 – 27	22	14
Lesson 8 (M)	28 – 29	22	15
Lesson 9 (N)	30 – 31	22 – 23	16
Lesson 10 (P)	32 – 33	23	17
Lesson 11 (Q)	34 – 35	23	18
Lesson 12 (R)	36 – 37	23 – 24	19
Unit 2 Review	38 – 41	24	20 – 21

Student Objectives

Reading

- Learn the names and sounds of *c, k, l, m, n, p, q(u),* and *r.*
- Identify words with the target letters, using pictures, signs, and own experience.
- Learn sight words.
- Read new words in a series of related sentences and in student-dictated stories.
- Read with a purpose: to find the answer to a specific question.
- Relate reading content to own experiences.
- Identify homophones (*their, there, they're*).
- Put sentences in sequence.

Writing

- Dictate and copy words with the target letters.
- Dictate and copy sentences.
- Select and copy words to complete sentences.
- Copy student-dictated stories.
- Fill in missing letters to form words.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

Mechanics

- Understand that a question mark indicates a question.
- Understand that holidays are capitalized.
- Understand that a comma signals a pause.

▶ Unit 2 PCMs

PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCM 3: Unit 1 Words
PCM 4: Unit 2 Words

▶ Personal Dictionaries and Spelling Lists

Encourage students to add to their personal dictionaries and spelling lists during each lesson.

Lesson 6: Cc and Kk (pp. 24–25)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read** See Lesson 1 notes.

▶ **Target words from picture:** ***c:*** *cap, coveralls, ice cream cone, cup* ***k:*** *keys, kids, bike, parking* ***ck:*** *jacket, lock, locksmiths, pickup truck, Vicky*

▶ **What to watch for:** As students say a word for the target sound, write it under the heading *c, k,* or *ck*. If students ask how to tell which spelling the sound *k* has, tell them it usually depends on the letter that comes before or after the sound.

2. **Words to Know** See Lesson 1 notes. Point out the letters *c, k,* and *ck* and the sound *k* in the initial and final positions.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Be sure students pronounce the final *s* on *drives* and *kids*. Give a sentence to illustrate the meaning of *kids* that will be used in the story: *"I have two kids, a boy and a girl."*

4. **Read and Write** Read the title; ask students to repeat it. Read direction A to help students set a purpose for reading. Read the words in the word box with students. Help them read each sentence for the sense of the sentence, filling in the correct word orally as they read. Next have students write the word on the line. When the

story is complete, ask them to read it. Read *question B and discuss students' answers.* Review the use of the question mark.

5. In Your Own Words See Lesson 1 notes.

▶ **Extension:** Help students distinguish between the sounds *g* and *k*. Write the words *garden* and *key*. Read each word and repeat the initial sound. Then say other words (*goat/coat, gap/cap, guard/card*). Ask students if the new words begin with the sound *g* or *k*. Repeat words that end with *g* or *k* sounds (*rack/rag, back/bag, pig/pick*).

▶ **More Practice:** *Foundation Workbook* p. 12

Help students fill out copies of PCM 2.

Lesson 7: Ll (pp. 26–27)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

▶ **Target words from picture:** *Labor Day, ladder, Laundromat, laundry, legs, lightbulb, load, clean, closed, clothes, floor, plant, stool*

▶ **What to watch for:** Students may have difficulty hearing the sound *l* as part of a consonant blend (*clean*). Cover the first letter in *clean*. Ask students to listen to the sound *l* as you read *lean*. Then uncover the *c* and read *clean*, helping students hear that the sound *l* is still there. Students may also have trouble thinking of words that end in *l*. Give them hints such as, *"Is the plant tall or short?"* and *"What is the woman sitting on?"*

2. Words to Know See Lesson 1 notes.

3. Key Words See Lesson 1 notes.

▶ ***Special notes:*** Ask why *Tuesday* begins with a capital letter.

4. Read and Write Follow the process described in Lesson 6. Explain that *Labor Day* begins with capital letters because it is a holiday.

5. In Your Own Words See Lesson 1 notes.

▶ **Extension:** Use the class calendar you started in Lesson 5. Review the months in order. Have students find Labor Day and circle it. Ask them to select four other holidays, find, and circle them.

▶ **More Practice:** *Foundation Workbook* p. 14

Help students fill out copies of PCM 2.

Lesson 8: Mm (pp. 28–29)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

▶ **Target words from picture:** *makeup, man, Maria, mirror, money, monster, movies, mustache, Ramon, refreshments, umbrella, woman, arm, restrooms*

▶ **What to watch for:** Students may say the name of the letter *m* instead of its sound. Tell them not to make the sound *m* until their lips are closed.

2. Words to Know See Lesson 1 notes.

3. Key Words See Lesson 1 notes.

▶ ***Special note:*** Some students have difficulty using *woman* and *women* correctly. Write on the board: *a woman; some women*, and underline the common letters. Use each phrase in a sentence.

4. Read and Write See Lesson 6 notes.

5. In Your Own Words See Lesson 1 notes.

▶ **Extensions**

1. Bring newspaper movie sections to class. Help students identify movies they would like to see. Write the titles for them and have them copy the show times and the theater's phone number.
2. Discuss how telephone numbers are written: area code first, usually enclosed by parentheses; the seven-digit number following. Have students write phone numbers that they know.

▶ **More Practice:** *Foundation Workbook* p. 15

Help students fill out copies of PCM 2.

Lesson 9: Nn (pp. 30–31)

Read the lesson title. See Lesson 1 notes.

1. Talk, Write, and Read See Lesson 1 notes.

▶ **Target words from picture:** *nail, necktie, neighbor, new, newspaper, nine, nineteen, no, noodles, number, nurse, apartment, doorknob, jeans, pants, plant, uniform, man, sign*

▶ **What to watch for:** Help students distinguish between the sound and name of the target letter.

2. **Words to Know** See Lesson 1 notes.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Ask students why *Wednesday* begins with a capital letter. Make sure students pronounce the sound *th* in *with*.

4. **Read and Write** See Lesson 6 notes. Ask students why *Stan* and *Nancy* begin with capital letters. Review the meaning of *'s*.

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Work with students to make a list of common "NO" signs (*No Parking, No Smoking, No U-Turn*). Discuss where they might find each sign on the list. Discuss the use of the international symbol for *NO:* ⊘

▶ **More Practice:** *Foundation Workbook* p. 16

Help students fill out copies of PCM 2.

Lesson 10: Pp (pp. 32–33)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read** See Lesson 1 notes.

▶ **Target words from picture:** *pans, pants, Pat's, pears, Pete's Plumbing, picture, pipe, plates, plumber, plunger, pots, problem, open, slippers, mop*

▶ **What to watch for:** Be sure students can distinguish between a possessive (*Pat's*) and a plural (*pots*). Ask them to use each in a sentence.

2. **Words to Know** See Lesson 1 notes.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Ask students why *Monday* begins with a capital letter.

4. **Read and Write** See Lesson 6 notes. Ask why *Pat* begins with a capital letter. Explain that the comma means the reader should pause slightly.

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** On the current month of the class calendar (see Lesson 5 notes), circle the days students have read so far: Sunday, Monday, Tuesday, Wednesday, Friday. Ask what small word they all end in (*day*). Make two sets of cards: one set with the name of a day on each card, the other set with their abbreviations. Help students sequence them or match abbreviations to the days.

▶ **More Practice:** *Foundation Workbook* p. 17

Help students fill out copies of PCM 2.

Lesson 11: Qq (pp. 34–35)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read** See Lesson 1 notes.

▶ **Target words from picture:** *quart, queen, quilt, Quinn, quiz, squares*

▶ **What to watch for:** Teach *qu* with the sound *kw*. Explain that *q* is almost always followed by *u*.

2. **Words to Know** See Lesson 1 notes. Point out *qu* in the initial and middle positions.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Discuss the different meanings of *show*. Give examples: *"Show me the picture." "Let's watch the TV show."*

4. **Read and Write** See Lesson 6 notes. Explain that *TV* is short for *television* and is written with capital letters.

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Share copies of a TV schedule, in table form, for a weeknight. Explain how the table is set up. Help students find their favorite programs.

▶ **More Practice:** *Foundation Workbook* p. 18

Help students fill out copies of PCM 2.

Lesson 12: Rr (pp. 36–37)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Write, and Read** See Lesson 1 notes.

▶ **Target words from picture:** *rain, raincoat, rainy, raisin bran, refrigerator, arms, cereal, jars, Florida orange juice, shirt, umbrella, floor, hair, water*

▶ **What to watch for:** Students may have difficulty hearing the sound *r* as part of a consonant blend (*bran*) or with *r*-controlled vowels (*shirt*). If so, focus on words where *r* is easier to hear (*rain*).

2. **Words to Know** See Lesson 1 notes.
3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Write *their, there,* and *they're* for students to see. Explain that the words sound the same, but that they mean different things. Use each in a sentence. Have students do the same.

4. **Read and Write** See Lesson 6 notes.
5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Using a newspaper weather section, help students identify and list weather words (*rain, sunny, cloudy*) and their corresponding symbols (slanted lines for rain, a cloud for cloudy). Students can record the weather on the class calendar by drawing the symbol and writing the word.

Explain the meaning of the degree symbol (°) as well as the abbreviations F (Fahrenheit, the temperature scale in the English system) and C (Celsius, the temperature scale in the metric system).

▶ **More Practice:** *Foundation Workbook* p. 19

Help students fill out copies of PCM 2.

Unit 2 Review (pp. 38–41)

When students have completed Lessons 6–12, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

1. **Words to Review** See the Unit 1 Review.
2. **Sentence Pairs** See the Unit 1 Review.
3. **What Do You Think?** Read the directions and the first two sentences. Ask students if they think it is a good idea for Ramon and Maria to go to the movies when the garage needs to be cleaned. Show them how to make a check mark to indicate YES or NO. Have them do B–D as independently as possible. Ask them to explain.
4. **What's the Order?** See the Unit 1 Review.
5. **Writing Sentences** Read the first three words aloud and say a sentence that uses all three: *"You must have the key for the truck."* Invite students to think of other sentences. Write one of the sentences for students to see. Have students dictate sentences B–D. Write the sentences and have students copy them. Finally, have them read the sentences aloud.
6. **Puzzle** See the Unit 1 Review.

▶ **Extensions**

1. Cut apart the words on PCM 4. Help students use these words to make complete sentences. Encourage students to use words cut from PCM 3 as well. Invite students to try to read each other's sentences. Have them save their cut-up words.
2. Conduct a meaning-based categorizing activity using the cut-apart words from PCMs 3 and 4. Create categories, such as days of the week, months, things, action words, buildings, and words related to food or eating. Sort through students' words ahead of time so that they are working only with words that fit into your categories, or let them work with all of the words for a more challenging activity.

   Ask students to work in pairs or small groups. Have them separate the words into the appropriate categories. Then, have each pair or group read one category of words aloud to the class.

▶ **More Practice:** *Foundation Workbook* p. 20

▶ ***Final note:*** Review with students the copies of PCM 2 that they completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.

▶ Unit 3: More Consonants

Part of Unit	*Foundation Book* pages	TRG pages	Workbook pages
Lesson 13 (C and S)	42 – 43	25 – 26	22 – 23
Lesson 14 (T)	44 – 45	26	24
Lesson 15 (V)	46 – 47	26 – 27	25
Lesson 16 (W)	48 – 49	27	26
Lesson 17 (Y)	50 – 51	27 – 28	27
Lesson 18 (X and Z)	52 – 53	28	28
Unit 3 Review	54 – 57	28	29 – 30

Student Objectives

Reading

- Learn the names and sounds of *c, s, t, v, w, y, x,* and *z*.
- Understand that some letters have more than one sound.
- Identify words with the target letters using pictures, signs, and own experience.
- Learn sight words.
- Read new words in the context of short stories, poems, and student-dictated stories.
- Read with a purpose: to find the answer to a specific question.
- Relate reading content to own experiences.
- Identify homophones (*too, to, two; dear, deer*).
- Complete a story.
- Read compound words.
- Make inferences from written material.
- Put sentences in sequence.

Writing

- Dictate and copy words with the target letters.
- Select and copy words to complete sentences.
- Write or copy an ending to a story.
- Copy student-dictated stories.
- Fill in missing letters to form words.
- Write answers to questions.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

Mechanics

- Understand this use for capital letters: names of organizations (teams, businesses).
- Understand the meaning of quotation marks.

▶ Unit 3 PCMs

PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCMs 3 and 4
PCM 5: Unit 3 Words

▶ Personal Dictionaries and Spelling Lists

Encourage students to add to their personal dictionaries and spelling lists during each lesson.

Lesson 13: Cc and Ss (pp. 42–43)

Read the lesson title. See Lesson 1 notes.

1. **Talk and Write** Read the photo caption. Then follow the directions for A and B on the lesson page. Model the name and sound of each target letter. For C you may ask students to select a word from each list and dictate a sentence for each one. Write the sentences and have students copy them on a separate paper.

▶ **Target words from picture:** ***s:*** *Sandy, sitting, soda, square, standing, study, glasses, poster, blouse, glass, helps, nurse* **c:** *city, Nancy*

▶ **What to watch for:** The letter *s* at the end of a word often has the sound *z*, as in *days*. Explain this to students and ask them to underline each letter with the sound *s* in the words they write.

2. **Words to Know** See Lesson 1 notes. Point out target letters *c* and *s* with the sound *s* in the initial and middle positions.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Ask students why *June* begins with a capital letter.

4. **Read and Write** Read direction A to help students set a purpose for reading. Explain that *GED* stands for *General Educational Development* and that a person receives the equivalent of a high school diploma upon passing the GED tests. Point to the comma in the story and remind students to pause there. Have students read the story aloud and think of an ending. Have students write it if possible, or write it for them. Discuss question **B.**

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Use the "Months of the Year" in the Reference Handbook (*Foundation Book* page 94) to review the names of the months in sequence. Say the names of different months and have students take turns finding them in the class calendar (see Lesson 5). Explain how to write dates using numbers: 12/31/99.

▶ **More Practice:** *Foundation Workbook* p. 22

Help students fill out copies of PCM 2.

Lesson 14: Tt (pp. 44–45)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write** For Part A, do steps 1–2 of the letter/sound strategy described in Lesson 1 notes. Then read the story aloud to students. Review the name and purpose of each punctuation mark. When you finish, read the story aloud with students (see page 10). Invite students to read independently. Then complete steps **A.** 3–4 and **B.** 1–3 of the letter/sound strategy. You may want students to dictate sentences using words with the target sound and then copy them in a notebook.

▶ **Target words from picture:** *telephone, tickets, tie, tile, trains, trip, trumpet, trunk, suitcase, coat, hat, state, sweatshirt*

▶ **What to watch for:** Ask students why *September* and *Tony* begin with capital letters. Make sure students use capital letters only where required when they write.

2. **Words to Know** See Lesson 1 notes.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Write *too, to,* and *two* for students to see. Explain that the words sound the same, but that they mean different things. Use each in a sentence. Have students do the same.

4. **Read and Write** See Lesson 13 notes.

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Help students locate their city and state on a map. Explain that the names of cities and states begin with capital letters. Write their city and state on the board and have students copy them. Have students find and write the names of cities and states where families and friends live.

▶ **More Practice:** *Foundation Workbook* p. 24

Help students fill out copies of PCM 2.

Lesson 15: Vv (pp. 46–47)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write** See Lesson 14 notes.

▶ **Target words from picture:** *Valentine card, Valentine's Day, vase, vest, violin, V-neck sweater, oven, stove*

▶ **What to watch for:** Ask students why *Valentine's Day* begins with capital letters. Point out the apostrophe in *Valentine's* and tell students it is there because the holiday is named after St. Valentine.

2. **Words to Know** See Lesson 1 notes.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Ask why *February* begins with a capital letter. Explain that the word *I* is always written as a capital letter. Follow the process in Lesson 14 for discussing the homophones *dear* and *deer.*

4. **Read and Write** Read direction A to help students set a purpose for reading. Explain that

the valentine is a poem and that the words on the ends of certain lines rhyme. Give examples of rhyming words (*am, ham; dear, near*). Read the poem to students, saying "blank" where words are missing. Have students look at the first stanza. Ask what word(s) they would write in the blank. Tell them that the last word they write should rhyme with *new*. (If they have difficulty, suggest "like you.") Do the same for the second stanza. Explain that the last word should rhyme with *old*. (If necessary, suggest "nice to hold," or "good as gold.") Write the words students choose. Students can copy the words in their books and then read the entire poem. Discuss question **B.**

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Bring greeting cards with simple rhymes to class. Read each one aloud, omitting a word at the end of one of the lines. Ask students to complete the poems.

▶ **More Practice:** *Foundation Workbook* p. 25

Help students fill out copies of PCM 2.

Lesson 16: Ww (pp. 48–49)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write** See Lesson 14 notes.

▶ **Target words from picture:** *wading, walk, water, weeds, wet, woods, swimming*

▶ **What to watch for:** Focus on words with *w* at or near the beginning of the word. If students say a word such as *paw*, write it off to the side and explain that *w* makes a different sound in that word.

2. **Words to Know** See Lesson 1 notes.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Explain that words made by combining two smaller words are called compound words. Write and read the word *sidewalk*. Underline both smaller words and ask students to read them. Do the same with the other compound words that students have read in *Foundation Book: bookstore, newspaper, suitcase*.

4. **Read and Write** Read direction A to help students set a purpose for reading. Read the story aloud, saying "blank" for missing words. Reread the story and ask students to suggest words to go in the blanks. Write these words and have students copy them. Have students read the story and discuss question **B.**

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Help students make a list of their pets. Include the kinds of animals, names, and ages. Talk about why they chose their pets' names.

▶ **More Practice:** *Foundation Workbook* p. 26

Help students fill out copies of PCM 2.

Lesson 17: Yy (pp. 50–51)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write** See Lesson 14 notes.

▶ **Target words from picture:** *Yankees, Yo-Yo*

▶ **What to watch for:** If students focus on the sight of *y* and not the sound *y*, they may suggest words such as *party* or *Happy Birthday*. If so, write such words off to the side and explain that *y* makes a different sound in them. Model the sound *y* in *yes* and *year*.

2. **Words to Know** See Lesson 1 notes. Point out target letter *y* in the initial position.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** Explain that *birthday* is another compound word. Have students read the whole word and each of its parts. Note the letters *c* and *k* in *cake* and that the sound for each is the same.

4. **Read and Write** See Lesson 16 notes. Point to the quotation marks and explain that they come before and after Wayne's exact words. Have students read the story, answer question **A,** and discuss question **B.**

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Write the words to "Happy Birthday" and ask students to read them. Have students interview each other and complete this sentence: _____*'s birthday is* _____. Ask them to find this day on the class calendar (see Lesson 5).

▶ **More Practice:** *Foundation Workbook* p. 27

Help students fill out copies of PCM 2.

Lesson 18: Xx and Zz (pp. 52–53)

Read the lesson title. See Lesson 1 notes.

1. **Talk, Read, and Write** See Lesson 14 notes. Explain that *House of Pizza* begins with capital letters because it is the name of a business.

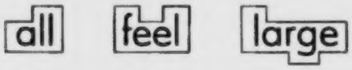
▶ **Target words from picture:** ***x:*** *box, exercise, Mexico* ***z:*** *magazines, magazine rack, pizza*

▶ **What to watch for:** Students often confuse the sound and the name of *x*. If students have trouble hearing the sound *x* makes in the example word *exit*, use the word *box*.

2. **Words to Know** See Lesson 1 notes.

3. **Key Words** See Lesson 1 notes.

▶ ***Special notes:*** If students have difficulty remembering a word, encourage them to look at its shape. Demonstrate by drawing a line around a word to show its shape. Have students do the same with words in their books. For example:



4. **Read and Write** See Lesson 16 notes.

5. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Prepare game cards, 4 by 4 squares each. In each square write a letter students have learned. Vary the letters on the cards and distribute them to students. Play a game of BINGO in which you say a sound and students cover the appropriate letter on their cards. The first student to cover four squares in a row wins.

▶ **More Practice:** *Foundation Workbook* p. 28

Help students fill out copies of PCM 2.

Unit 3 Review (pp. 54–57)

When students have completed Lessons 13–18, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

1. **Words to Review** See the Unit 1 Review.

2. **Sentence Pairs** See the Unit 1 Review.

3. **How Do You Know?** Read the directions aloud to students. Do **A** together. Have students dictate an answer. Remind them to base their answers on the information in the reading. Write the answer and have students copy it in their books. Have students do **B** as independently as possible. Invite them to share their answers with the rest of the group.

4. **What's the Order?** See the Unit 1 Review.

5. **Writing Sentences** See the Unit 2 Review.

6. **Puzzle** See the Unit 1 Review.

▶ **Extensions**

1. Conduct a meaning-based categorizing activity using the cut-apart words from PCM 5. Create categories, such as months, things, and action words. Follow the process described in Unit 2 Review notes (page 24).

2. Have students use the cut-apart words from PCMs 3, 4, and 5 to make sentences. Have them read their sentences aloud.

▶ **More Practice:** *Foundation Workbook* p. 29

▶ ***Final note:*** Review with students the copies of PCM 2 that they have completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.

▶ Unit 4: Short Vowels

Part of Unit	*Foundation Book* pages	TRG pages	Workbook pages
Lesson 19 (short a)	58 – 59	30 – 31	31
Lesson 20 (short e)	60 – 61	31	32
Lesson 21 (short i)	62 – 63	31 – 32	33
Lesson 22 (short o)	64 – 65	32	34
Lesson 23 (short u)	66 – 67	32 – 33	35
Unit 4 Review	68 – 71	33	36 – 37

Student Objectives

Reading

- Learn the names of the five vowels.
- Learn the short vowel sounds.
- Understand rhyming.
- Read words in word families.
- Generate words that belong to word families.
- Learn sight words.
- Read new words in the context of limericks, short stories, and student-dictated stories.
- Read and evaluate a list of activities.

Writing

- Write word-family words.
- Select and copy words to complete sentences.
- Copy student-dictated stories.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

Mechanics

- Understand the use of the apostrophe in possessive plurals ending in *s*.

▶ Unit 4 PCMs

PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCMs 3–5
PCM 6: Unit 4 Words
PCM 8: Letters, Consonant Blends, and Word Families

▶ Personal Dictionaries and Spelling Lists

Encourage students to add to their dictionaries and spelling lists during each lesson.

▶ Explaining Rhyme

Most native speakers of English are familiar with the concept of rhyme. To successfully complete the lessons in Unit 4, students also must be comfortable recognizing and generating rhymes.

Before you begin Unit 4, explain and discuss rhyme—the sound pattern that results when words end with the same sounds. Demonstrate rhyme using one-syllable words, such as *bat, cat, fat, hat.* Let students add to this rhyme pattern. Have students generate rhyme patterns of their own.

▶ Working with Limericks

Each lesson in Unit 4 contains a limerick—a humorous five-line poem. This type of poem is believed to have originated in Limerick, a county of Ireland. In a limerick, the first, second, and fifth lines end with one rhyme, the third and fourth lines end with another rhyme.

Limericks also have an established rhythm pattern. As students read the limericks aloud, have them clap the rhythm, emphasizing stressed syllables and clapping lightly on unstressed syllables.

Explain that limericks are meant to be lighthearted and fun. The limericks in Unit 4 not only describe what is going on in the opening picture, but also provide a chance for students to work and have fun with new words, rhyme, and rhythm.

▶ Working with Word Families

Word families are used for instruction in both Units 4 and 5. Word families are groups of words that end with the same sounds and spellings. All words in a word family rhyme. For instance, the words *bat, cat, hat, sat, flat,* and *that* are all members of the *-at* word family.

When students have a basic sight-word vocabulary, however small, you can use word families to help them build on that vocabulary. Here's how:

1. Choose a word in students' sight-word vocabulary that contains a word family (e.g., *can*). Have students say the word aloud and write it.
2. Ask students to say a word that rhymes with *can*. Be sure the word is in the same word family (it must end with *-an*). Write it under *can*.
3. Ask students to point out the difference between the two words (the initial consonant). Explain that by using a different consonant at the beginning of the word, they have produced a new word. Emphasize that knowing the sound produced by *-an* at the end of a word is a tool to help them read and write new words.
4. Have students read the two words on the list and generate more words to add to the word family. Let students write each new word.
5. When several common words in a word family are listed, stop. Move on to another word family or to another part of the lesson.

Lesson 19: Short a (pp. 58–59)

Explain that the lessons in this unit introduce the five vowels. Name each vowel and have students circle the vowels in the alphabet at the top of the page. Explain that vowels can have many sounds but that in this book, students will work mainly with short vowel sounds.

1. **Talk and Read** Read the directions aloud. Then discuss the picture without focusing on specific words. Explain that the picture relates to the reading selection—a limerick. Explain limericks (see "Working with Limericks" on page 29). Then read the title and the limerick aloud. Talk about rhyming and discuss the limerick's rhyme pattern. Say the words that rhyme (*Pat, cat, hat; jam, ham*). Invite students to think of other words that rhyme. Talk about the rhythm pattern. Read the limerick with students. Then have students read it independently. Have students clap the rhythm as they read.

2. **Word Families** Explain word families (see "Working with Word Families" on page 29). Use the process described to demonstrate how to create a word family for *-an*. Then read the directions aloud. Say the short *a* word family in the first column (*-at*). Have students repeat it. Then have them read the words in this family. If students have difficulty, have them make the sound for the beginning consonant and the sound for *-at*. Show them how to blend these. Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these and have students read them aloud and choose one to write in their books. Work through the other target word families in a similar way. When you finish, say the sound for short *a*. Have students repeat it. Help them hear the sound as you read sample words from the target word families.

▶ **Target word families from picture:** ***-am:*** *ham, jam* ***-at:*** *cat, fat, hat, Pat*

▶ **What to watch for:** If students suggest a multisyllable word, such as *cabinet*, when discussing the *-ab* word family, congratulate them and write the word on the side. Explain that the word does include the *-ab* pattern, but because the pattern does not come at the end of the word, the word does not rhyme with the other words and isn't included in the *-ab* family. Do point out that being able to recognize patterns in other places within words will help students to figure out new words. If students have difficulty reading a word with a consonant blend (*crab*), just tell them the sound at this point.

3. **Words to Know** Read each word aloud and use it in a sentence. Have students do the same.

4. **Read and Write** Read the directions aloud. Help students read the words in the word box. Have them read the title and the first sentence of the story aloud. Then have them read each of the sentences for the sense of the sentence, saying "blank" for missing words. Have them read the sentence again, filling in the correct words orally as they read. Ask students to write the correct word on its line. Then have them read the entire story aloud.

5. **Writing Sentences** Read the directions aloud. Ask students to think of sentences that include both words in **A** (*I sat in the cab*). Write their sentences and have students read them aloud. They can select one sentence to copy on the line in their books. Do the same for **B.**

6. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** Have students cut apart the letters of the alphabet and the short *a* word families on PCM 8. Have them combine the consonants with the short *a* word families to create new words. Have students keep the letters and word families in an envelope.

▶ **More Practice:** *Foundation Workbook* p. 31

Help students fill out copies of PCM 2.

Lesson 20: Short e (pp. 60–61)

Read the lesson title. See Lesson 19 notes.

1. **Talk and Read** Discuss the picture without focusing on specific words. Explain that the picture relates to the limerick. Read the title and the limerick aloud. Talk about how it sounds. Discuss why Sandy had trouble spelling *cell*. Then read the limerick with students. Finally, have them read it aloud independently.

2. **Word Families** Say the short *e* word family in the first column (*-ed*). Have students repeat it. Then have them read the words in this family. If students have difficulty, have them make the sound for the beginning consonant and the sound for *-ed*. Show them how to blend these. Have students think of other words to add to this family. They can use words from the limerick, words from the picture, or other words they know. Write these and then have students read them aloud and choose one to write in their books. Work through the other target word families in a similar way. When you finish, say the sound for short *e*. Have students repeat it. Help them hear the sound as you read sample words from the word families.

▶ **Target word families from picture:** *-ell: spell*
-ess: dress

▶ **What to watch for:** Students may suggest verbs that have the verb ending *-ed* as examples of the *-ed* word family. This ending can have three different sounds: *t* as in *kicked*, *d* as in *obeyed*, and *id* as in *parted*. Students might suggest other words that have the short *e* sound (*when, desk*) but do not belong to the word families listed in this section. If so, write them on the board. Congratulate students on their ability to recognize the short *e* sound in other words, but do not try to teach more than the four new patterns at this time. Suggest that students add those words to their personal dictionaries.

3. **Words to Know** See Lesson 19 notes.

▶ ***Special note:*** Make sure students pronounce *-ing* at the end of *learning*. Have them suggest other words with this ending and give a sentence for each.

4. **Read and Write** See Lesson 19 notes.

▶ ***Special note:*** Write the words *pets* and *pets'*. Ask what is different about them ('). Have students find the word *pets'* in the story. Explain that the apostrophe means that the messy beds belong to all the pets. You do not have to add *s* with the apostrophe because the word already ends in *s*.

5. **Writing Sentences** See Lesson 19 notes.

6. **In Your Own Words** See Lesson 1 notes.

▶ **Extensions**

1. Write two-line rhymes, leaving out the last word in one. (*My cat's name is Ted. / He lives in the* ____.) Read the two lines aloud. Have students fill in the missing word and then read the two lines.
2. Have students cut out the short *e* word families from PCM 8 and use them with the consonants they cut out for Lesson 19 to build new words.

▶ **More Practice:** *Foundation Workbook* p. 32

Help students fill out copies of PCM 2.

Lesson 21: Short i (pp. 62–63)

Read the lesson title. See Lesson 19 notes.

1. **Talk and Read** See Lesson 20 notes.

2. Word Families See Lesson 20 notes.

▶ **Target word families from picture:** ***-ick:*** *pick* ***-ill:*** *grill* ***-it:*** *sit* ***-ip:*** *chip, dip*

▶ **What to watch for:** Students may suggest *Vicky* for the *-ick* word family. Explain that *Vicky* contains the *-ick* pattern but does not belong in the *-ick* word family because the pattern is not at the end of the word. Remind them that being able to recognize patterns in words will help them figure out new words.

3. Words to Know See Lesson 19 notes.

▶ ***Special note:*** Use *cooks* in a sentence as a verb, as in the story. (*My son cooks dinner on Wednesdays.*)

4. Read and Write See Lesson 19 notes.

5. Writing Sentences See Lesson 19 notes.

6. In Your Own Words See Lesson 1 notes.

▶ **Extensions**

1. Explain that one word can have many different meanings. Use *cook* as an example: *good cook, cook dinner, cook up an excuse, cook his goose.* Help students find other words in the lesson that can have more than one meaning (e.g., *pick, bill, chip, bit*).
2. Have students use their cut-up consonants from PCM 8 and the four short *i* word families to build new words.

▶ **More Practice:** *Foundation Workbook* p. 33

Help students fill out copies of PCM 2.

Lesson 22: Short o (pp. 64–65)

Read the lesson title. See Lesson 19 notes.

1. Talk and Read See Lesson 20 notes.

2. Word Families See Lesson 20 notes.

▶ **Target word families from picture:** ***-ock:*** *rock* ***-og:*** *dog, fog, jog* ***-op:*** *top*

▶ **What to watch for:** The sound of *o* in the pattern *-og* varies, especially regionally. For instance, in some areas, *fog* will rhyme with *jog* but not with *dog* or *log*. Tell students it is all right to use the pronunciations they are used to. The important thing is that they recognize the word family in new words.

3. Words to Know See Lesson 19 notes.

▶ ***Special notes:*** Write the words *do* and *does*. Use each one in a sentence. (*Mary does her laundry. Mary and Jim do their laundry.*) Have students give sentences for each one.

4. Read and Write See Lesson 19 notes. Remind students to pause when they come to a comma.

5. Writing Sentences See Lesson 19 notes.

6. In Your Own Words See Lesson 1 notes.

▶ **Extensions**

1. Create a list of things students do for exercise. Ask how many students do each activity. Write the number next to each item. Have students copy the list, putting the items in order from most popular to least popular.
2. Have students use their cut-up consonants from PCM 8 and the four short *o* word families to build new words.

▶ **More Practice:** *Foundation Workbook* p. 34

Help students fill out copies of PCM 2.

Lesson 23: Short u (pp. 66–67)

Read the lesson title. See Lesson 19 notes.

1. Talk and Read See Lesson 20 notes. Call attention to the possessive ending on *Gus's*.

2. Word Families See Lesson 20 notes.

▶ **Target word families from picture:** ***-ub:*** *sub* ***-uff:*** *cuff* ***-ug:*** *jug, plug*

▶ **What to watch for:** If students suggest words such as *rough* when discussing the *-uff* word family, write the words to the side. Explain that they do rhyme with words in the family, but that you won't include them in the family because the spelling is different.

3. Words to Know See Lesson 19 notes.

▶ ***Special notes:*** Ask students why *January* begins with a capital letter. If students question the sounds and spellings of the digraphs *ch* and *sh*, tell them these are special sounds they will learn about in *Voyager 1*.

4. **Read and Write** See Lesson 19 notes.
5. **Writing Sentences** See Lesson 19 notes.
6. **In Your Own Words** See Lesson 1 notes.

▶ **Extensions**

1. Share copies of the Food Guide Pyramid developed by the U.S. government. Read the names of the food groups and the recommended number of daily servings for each group. Work with students to generate a list of foods that would meet these recommendations for one day.
2. Have students use their cut-up consonants from PCM 8 and the four short *u* word families to build new words.

▶ **More Practice:** *Foundation Workbook* p. 35

Help students fill out copies of PCM 2.

Unit 4 Review (pp. 68–71)

When students have completed Lessons 19–23, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

1. **Sentence Pairs** See the Unit 1 Review.
2. **Word Families** Read the directions aloud. Have students work independently to add one word to each word family. When they finish, have students say the ending pattern and read the words in each family. Check their spelling.
3. **Make Words** Read the directions aloud. Have students read the example words in list **A:** *lab, let, lip, log, lug*. Then ask them to make words the same way for **B–E** and read them aloud.
4. **What Do You Want to Do?** Read the directions aloud. Read each choice aloud and ask students to check the activities they want to do. Then have them read the items they checked and discuss the reasons for their choices.
5. **Writing Sentences** See the Unit 2 Review.
6. **Puzzle** See the Unit 1 Review.

▶ **Extensions**

1. Cut apart the words on PCM 6. Give each student several words. Ask them to pick two of the words and write a sentence with each. Remind them to use capital letters and periods where needed. Have students read their sentences aloud. Correct spelling or grammar only if students ask you to. Have students keep the words in an envelope.
2. Conduct a meaning-based categorizing activity using the cut-apart words from PCM 6. Create categories, such as things, action words, and time words (e.g., *soon, until, when*). Follow the process described in Unit 2 Review notes (page 24).
3. Have students use the cut-apart words from PCMs 3, 4, 5, and 6 to make sentences. Have them read their completed sentences aloud.

▶ **More Practice:** *Foundation Workbook* p. 36

▶ ***Final note:*** Review with students the copies of PCM 2 that they have completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.

▶ Unit 5: Blends

Part of Unit	*Foundation Book* pages	TRG pages	Workbook pages
Lesson 24 (bl, br, cl, cr)	72 – 73	34 – 35	38
Lesson 25 (dr, fl, fr)	74 – 75	35	39
Lesson 26 (gl, gr, pl, pr)	76 – 77	36	40
Lesson 27 (sl, sm, sp, st)	78 – 79	36	41
Lesson 28 (sk, sn, tr, tw)	80 – 81	36 – 37	42
Unit 5 Review	82 – 85	37	43 – 44

Student Objectives

Reading

- Learn to produce the sounds for 19 initial blends.
- Read and generate words with the blends.
- Create new words by adding consonant blends to short-vowel word families.
- Learn sight words.
- Read new words in the context of lists, stories in paragraph form, and student-dictated stories.
- Read with a purpose: to find the answer to a specific question or to make a prediction.
- Make inferences from written material.
- Use story details to support answers.
- Read and evaluate a list of activities.

Writing

- Copy student-dictated stories.
- Select and copy words to complete sentences.
- Write original sentences using assigned words.
- Complete a crossword puzzle.

Mechanics

- Understand the meaning of an ampersand (&), an exclamation point (!), and a hyphen (-).

▶ Unit 5 PCMs

PCM 1: Letter Formation Chart
PCM 2: Student Progress Tracking Sheet
PCMs 3–6
PCM 7: Unit 5 Words
PCM 8: Letters, Consonant Blends, and Word Families

▶ Personal Dictionaries and Spelling Lists

Encourage students to set up a separate page in their dictionaries for each blend covered in Unit 5.

Lesson 24: B & C Blends (pp. 72–73)

Explain that the lessons in this unit focus on consonant blends. All the blends in this unit have two letters and come at the beginning of words. Explain that you can hear both sounds in each blend. Have students look at the lesson title. Tell them that the blends in Lesson 24 will begin with *b* or *c*. Explain that the ampersand (&) means *and*.

1. **Talk and Read** Read the directions aloud. Discuss the picture without focusing on specific words. Read "Quinn's Rules" aloud. Have students discuss why Quinn needs these rules. Read the list again with students. Finally, have students read the list independently.
2. **Blends** Read the directions aloud. Explain that we hear the sound for each letter, but the sounds are close together. Say the sound *bl*. Have students repeat the sound. Read the list of words that start with *bl*. Have students do the same. Ask students to think of other words that begin with *bl*. They can use words from the reading, words from the picture, or other words they know. Write the words and have students read them aloud and choose one to write in their books. Work through the other three blends the same way. Have students add to their personal dictionary pages for each blend.

▶ **Target blends from picture:** ***bl:*** *black, blouse* ***cl:*** *clean, clothes, clutter* ***br:*** *broom*

▶ **What to watch for:** Discourage students from adding a vowel sound in the middle of a blend (e.g., "bu-les" for *bless;* "bu-ring" for *bring*). The vowel sound will make it harder to decode words.

3. **Make Words** Read the directions aloud. Have students say the sounds for the four blends. Then have them say the sound for the word family in the first column (*-ab*). Model how to put the first blend (*bl*) together with this word family to form a word (*blab*). Ask students if this is a real word. If they say yes, have them use it in a sentence. Do the same with the other three blends and the *-ab* family. Have students write two of the blends that form real words with *-ab* on the lines in column 1. Do this with the remaining word families. When students finish, have them read their words.

4. **Words to Know** See Lesson 19 notes.

▶ ***Special notes:*** Ask which words start with more than one consonant (*spill, sweep*). Point out that *sp* and *sw* are also consonant blends.

5. **Read and Think** Read the directions aloud. Explain that the story tells more about how Quinn and her children clean the house. Read the story to students, then read it with them. Finally, have students read independently. Read direction A. Ask students to check the title they think best fits this story and write it on the line. Have them read their answers aloud and explain their choices. Read each of the remaining questions and have students mark their answers. Tell them to use only the information in the story to answer the questions.

6. **In Your Own Words** See Lesson 1 notes.

▶ **Extension:** To provide extra practice reading and spelling words with blends, make a white flash card with the following short-vowel pattern: *-ash*. On three colored cards, write the following letters: *c, r,* and *cr*. Have students place each colored card in front of the white card and read the new word. Do the same with the following: *ed, b, l, bl; ag, b, r, br; ap, c, l, cl; og, c, l, cl.*

▶ **More Practice:** *Foundation Workbook* p. 38

Help students fill out copies of PCM 2.

Lesson 25: D & F Blends (pp. 74–75)

Read the lesson title and blends. Have students repeat the blends.

1. **Talk and Read** Read the directions aloud and discuss the picture. Read the story aloud. Have students discuss what they found out. Then read the story again, with students. Finally, invite students to read it independently.

2. **Blends** See Lesson 24 notes.

▶ **Target blends from picture:** ***dr:*** *driver, drop* ***fl:*** *flipped, floor, florist, flowers* ***fr:*** *Frank, fresh*

▶ **What to watch for:** Students have not yet studied the vowel sounds in words such as *floor* and *flower*. If they cannot read them, simply tell them what the words are.

3. **Make Words** See Lesson 24 notes. Use the blends shown. Tell students the sound of any word family they have not studied (*-esh*).

4. **Words to Know** See Lesson 19 notes.

▶ ***Special note:*** Some students may pronounce *holds* and *holes* the same way. Write both words. Say each one and use it in a sentence. Ask students to do the same.

5. **Read and Think** See Lesson 24 notes. Note that C requires only an oral response.

6. **In Your Own Words** See Lesson 1 notes.

▶ **Extensions**

1. Have students measure the size of people and objects in the classroom with rulers and yardsticks. Show how to write feet and inches (6'4") and teach the sight words *height, width,* and *length.*
2. Have students use these cut-up letters and letter groups from PCM 8 to make words: *d, f, l, r, dr, fl, fr, esh, ip, op, og, ug.*

▶ **More Practice:** *Foundation Workbook* p. 39

Help students fill out copies of PCM 2.

Lesson 26: G & P Blends (pp. 76–77)

Read the lesson title and blends. Have students repeat the blends.

1. **Talk and Read** See Lesson 25 notes.
2. **Blends** See Lesson 24 notes.

▶ **Target blends from picture:** ***gl:*** *glad* ***pl:*** *diploma* ***gr:*** *congratulations, graduation* ***pr:*** *present, proud*

▶ **What to watch for:** Be sure students know one meaning for each word listed. Check by asking them to use the words in a sentence.

3. **Make Words** See Lesson 24 notes.
4. **Words to Know** See Lesson 19 notes.

▶ ***Special notes:*** Ask students why *April* begins with a capital letter.

5. **Read and Think** See Lesson 24 notes.
6. **In Your Own Words** See Lesson 1 notes.

▶ **Extensions**

1. Review the lists of the months and days in the Reference Handbook. Make sure each student can say the months in order. Make a list of holidays. Have students match each holiday with its month and use the class calendar to check the answers.
2. Have students use these cut-up letters and letter groups from PCM 8 to make words: *g, l, p, r, gl, gr, pl, pr, ass, and, op, oom, ip, ab.*

▶ **More Practice:** *Foundation Workbook* p. 40

Help students fill out copies of PCM 2.

Lesson 27: S Blends (pp. 78–79)

Read the lesson title and blends. Have students repeat the blends.

1. **Talk and Read** See Lesson 25 notes. Ask students what they think will happen next, and why.
2. **Blends** See Lesson 24 notes.

▶ **Target blends from picture:** ***sl:*** *sleeve, slice* ***sp:*** *spaghetti, spoon* ***sm:*** *smile* ***st:*** *Stan, steam, stir, stove*

▶ **What to watch for:** Students may have difficulty with the meanings of *slope* and *smog*. Ask students to use the words in sentences.

3. **Make Words** See Lesson 24 notes.
4. **Words to Know** See Lesson 19 notes.

▶ ***Special notes:*** Write *of* and *off*. Read each word aloud and use it in a sentence. Have students do the same.

5. **Read and Think** See Lesson 24 notes. Discuss the predictions students made in Part 1. Explain the use of the exclamation point (!).
6. **In Your Own Words** See Lesson 1 notes.

▶ **Extensions**

1. Copy the directions for cooking pasta from a product box. Give a copy to each student. Read the directions aloud and discuss them. Use measuring cups and spoons to help explain words like *quart* and *teaspoon.*
2. Have students use these cut-up letters and letter groups from PCM 8 to make words: *s, m, l, p, t, sm, sl, sp, st, ell, ill, ick, op.*

▶ **More Practice:** *Foundation Workbook* p. 41

Help students fill out copies of PCM 2.

Lesson 28: S & T Blends (pp. 80–81)

Read the lesson title and blends. Have students repeat the blends.

1. **Talk and Read** See Lesson 25 notes. Point out the hyphens in *twenty-five* and *twenty-two.* Explain that a hyphen is used to join number words from *twenty-one* through *ninety-nine.*
2. **Blends** See Lesson 24 notes.

▶ **Target blends from picture:** ***sk:*** *skates, skis* ***sn:*** *snow* ***tr:*** *tree, try*

▶ **What to watch for:** If students say words with the blends *sc* (*scab*) or *sch* (*school*), write the words in a separate list. Explain that the sound *sk* can be spelled different ways. Help students think of words that use *sk*. Ask, *"What's the name of the small black animal with a white stripe on its back?"*

3. **Make Words** See Lesson 24 notes.

4. **Words to Know** See Lesson 19 notes.

▷ ***Special notes:*** Write *try* and *tries*. Read each word aloud and use it in a sentence. Have students do the same. Repeat with *fry* and *fries*.

5. **Read and Think** See Lesson 24 notes.

6. **In Your Own Words** See Lesson 1 notes.

▷ **Extensions**

1. Have students reread one of the stories they dictated previously. Have them suggest titles. Write the titles and ask students to choose the best one. Have them explain their choice. Do the same with other dictated stories or news articles.
2. Have students use these cut-up letters and letter groups from PCM 8 to make words: *s, t, k, n, r, w, sk, sn, tr, tw, ack, im, in, uck*.

▷ **More Practice:** *Foundation Workbook* p. 42

Help students fill out copies of PCM 2.

Unit 5 Review (pp. 82–85)

When students have completed Lessons 24–28, have them do this review. Have students read aloud and explain their answers to you when possible so that you can monitor their progress not only with written work but also with oral and cognitive work.

1. **Sentence Pairs** See the Unit 1 Review, Part 2.

2. **Make Words** Read the directions aloud. Have students do the activity independently. Then have them read their words aloud. If students give an answer that is not a real word or seem unsure of the meaning of a word, ask them to use it in a sentence.

3. **What Do You Want to Do?** See the Unit 4 Review, Part 4.

4. **How Do You Know?** Read the directions aloud. Have students read the stories and answer the questions as independently as possible. They should write complete sentences (see examples in the Answer Key).

5. **Writing Sentences** See the Unit 2 Review. If students have trouble, give this example for number 1: *Do not drop crumbs on the floor.*

6. **Puzzle** See the Unit 1 Review.

▶ **Extensions**

1. Cut apart the words on PCM 7. Explain that many listings are arranged in alphabetical order. Mention dictionaries, telephone directories, and the Word List in the back of their book. Give each student four words from *Foundation Book* that begin with different letters. Help them put the words in alphabetical order. Have them check each other's work, then repeat the activity with different words.
2. Conduct a meaning-based categorizing activity using the Word List on pages 95 and 96 of the student book. Create categories, such as things to eat, places to go, names that are capitalized, etc. Follow the process described in Unit 2 Review notes (page 24).
3. Have students use some of the cut-apart words from PCMs 3, 4, 5, 6, and 7 to make sentences. Have them read their sentences aloud.

▶ **More Practice:** *Foundation Workbook* p. 43

▶ ***Final note:*** Review with students the copies of PCM 2 that they have completed for this unit. Ask what additional help they think they need. Discuss possible ways of meeting their needs.

Skills Review (pp. 86–88)

When students have completed Unit 5, have them complete the Skills Review (see "Using the Skills Review" on page 15).

▶ **Final Assessment:** Schedule a meeting with each student to go over the material in their working folders. At the conference, discuss the progress shown by the material in the folders. Although they are intended for use with *Voyager 1*, you can refer to PCMs 16 and 17 for guidelines.

Voyager 1

▶ Voyager 1 Scope and Sequence

Voyager 1 is intended for students reading at the 1.0–2.5 reading levels.

Unit	Part of Unit	Reading Selection	Genre	Reading Strategy
Unit 1: Hopes and Dreams	**Lesson 1**	A Class of Hopes	Story	Use prior experience
	Lesson 2	A New Life	Story	Build on background knowledge
	Lesson 3	Dreams	Poetry	Visualize what you read
	Writing Skills Mini-Lesson			
	Unit 1 Review			
Unit 2: Everyday Heroes	**Lesson 4**	A Bus Ride	Historical account	Build on background knowledge
	Lesson 5	Neighbor Saves Family	News article	Visualize what you read
	Lesson 6	Can't	Poetry	Use prior experience
	Writing Skills Mini-Lesson			
	Unit 2 Review			
Unit 3: Thrilling Moments	**Lesson 7**	The Promotion	Story	Use prior experience
	Lesson 8	The Thrill of the Race	Story	Build on background knowledge
	Lesson 9	Winner	Poetry	Visualize what you read
	Writing Skills Mini-Lesson			
	Unit 3 Review			
Unit 4: Friendship	**Lesson 10**	The Arch	Poetry	Build on background knowledge
	Lesson 11	A Special Friend	Poetry	Use prior experience
	Lesson 12	Sophia's Journal	Journal entry	Visualize what you read
	Writing Skills Mini-Lesson			
	Unit 4 Review			

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Reading and Thinking Skill	**Writing**	**Speaking and Listening**	**Word Work**	**TRG pages**	**Workbook pages**
Sequence events	Make a list	Discussion	Short vowels (*a, e, i, o, u*)	43 – 45	4 – 5
Identify cause and effect	Write a poem	Retell	Initial consonant blends (*br, cl, gr, pl, st*)	45 – 46	6 – 7
Understand the main idea	Write a poem	Discussion	Final consonant blends (*ft, ld, mp, nt, st*)	46 – 47	8 – 9
	Sentences and capitalization			47	10 – 11
				47	12 – 13
Make predictions	Write about a reading	Retell	Long *a* and long *i*	48 – 49	14 – 15
Find details	Write about a person you interview	Oral reading/ discussion	Long *e* and long *y*	50 – 51	16 – 17
Make inferences	Write a paragraph	Oral reading/ discussion	Long *o* and long *u*	51 – 52	18 – 19
	Contractions			52	20 – 21
				52	22 – 23
Identify cause and effect	Write a story	Discussion	Digraphs (*sh, ch, th, ph, wh*)	53 – 54	24 – 25
Sequence events	Make a list	Retell	3-letter initial blends (*scr, spl, spr, str, thr*)	54 – 56	26 – 27
Make inferences	Write a poem	Oral reading/ discussion	3-letter final blends (*nch, nce, nge, rse, dge*)	56 – 57	28 – 29
	Plurals			57	30 – 31
				57	32 – 33
Understand the main idea	Write a poem	Oral reading/ discussion	Special vowel combinations (*au, aw, oi, oy, oo, ou*)	58 – 59	34 – 35
Find details	Complete a diagram	Oral reading/ discussion	*R*-controlled vowels (*are, err, ire, ore, ure*)	59 – 60	36 – 37
Make predictions	Make a journal entry	Retell	More *r*-controlled vowels (*ar, er, ear, our*)	60 – 61	38 – 39
	Add *-ed* and *-ing*			62	40 – 41
				62	42 – 44

▶ Overview of *Voyager 1*

Parts of the Book

The Four Units

Below is a short explanation of the unit features in *Voyager 1*. Detailed explanations and tips for teaching the lessons, mini-lessons, and reviews are given in the Teacher's Notes that start on page 43.

▶ **Unit Overviews:** Each unit overview introduces the theme of the unit. Throughout the unit, students will work with readings and activities related to this theme.

▶ **Lessons:** Each unit has three lessons. Each lesson contains the following features:

Learning Goals: a list of the main objectives of each lesson section. Knowing the goals for study empowers students to take charge of the learning process.

Before You Read: a strategy to help students prepare for and better understand the reading selection. Students are encouraged to think about their own knowledge of or experience with the reading topic, or they are given essential background information.

Key Words: words in the lesson that students may not recognize or know the meaning of, presented in meaningful context

As You Read: a reminder to help students apply the reading strategy

Reading: a story, poem, article, or journal entry relating to the theme of the unit

After You Read: questions and activities to check students' comprehension of and reaction to the reading selection

Think About It: instruction and guided practice in a targeted reading and thinking skill

Write About It: instruction and guided practice in a given type of writing, such as a list or a poem

Word Work: introduction of word-attack strategies and phonics skills to help students better decode and write words. Practice is included.

Update: a feature that allows students to revisit a story, providing closure to the lesson

▶ **Writing Skills Mini-Lessons:** These one-page mini-lessons appear at the end of each unit. They feature a particular issue of mechanics or sentence structure that will help students master some basic conventions of written English.

▶ **Unit Reviews:** The unit reviews are cumulative reviews of the reading, writing, and word work activities in each unit. The writing process is introduced and practiced.

Before Starting the Units

▶ **Student Interest Inventory:** This assessment tool lets students evaluate their current level of activity and proficiency with a variety of everyday reading and writing tasks. You will need to work through it individually with students.

▶ **Skills Preview:** The Skills Preview helps you diagnose how well students read independently.

While Working through the Units

▶ **Answer Key:** The Answer Key provides answers to exercises in the lessons, unit reviews, and Writing Skills Mini-Lessons.

▶ **Reference Handbook:** You and your students can refer to the handbook at any time during *Voyager 1* instruction.

After Working through the Units

▶ **Skills Review:** The Skills Review is a cumulative review of the skills taught in *Voyager 1*.

If students did well on the Skills Review, you should feel comfortable moving them on to *Voyager 2*.

▶ How to Use *Voyager 1*

You can use *Voyager 1* for one-on-one or group instruction. The Teacher's Notes that start on page 43 will guide you through each lesson in *Voyager 1*. You may adapt these notes to fit your needs.

Before you begin to work with *Voyager 1*, read "Suggestions for Teaching *Foundation Book* and *Voyager 1*" on page 8. This material gives insight into the special needs of adult new readers and writers. It suggests specific strategies that have proved successful with adult literacy students.

To begin your work with *Voyager 1*, discuss students' educational goals with them. Describe ways in which you will be helping them reach those goals. Work through the assessment materials at the beginning of the book to assess students' skill levels and needs.

As you work through *Voyager 1* with students, assess what material each student can do independently and on what type of material he or she needs guidance. Encourage as much independence as possible, but be careful not to frustrate students by having unrealistic expectations.

Adult new readers need a lot of feedback. Focus on the positive—what students have learned or accomplished. However, keep in mind that adult students can also detect insincere praise, so be positive, but truthful.

Working with a Range of Students in a Group Setting

If you are involved in group instruction, your students' literacy levels may vary. Students may range from those who are new to reading to those who just need a review before moving on to *Voyager 2*. It is essential that you get to know your group members as individuals with very specific interests and skill levels.

Although students may be placed in a class based on their assessed reading level, you will find that adult new readers have diverse skills and skill levels. The following strategies can be used with a mixed-ability group:

- Work through the first unit of *Voyager 1* with the entire class. If some students move quickly through the material on their own, let those students work ahead in a lesson independently, drawing them back in for whole-group discussions and peer review of writing assignments.
- Involve the more able students in peer tutoring. For instance, have students read to each other and review each other's work.
- The more able students can do reinforcement and extension activities while the rest of the class finishes a lesson. They can complete the workbook pages or the extension activities suggested in the Teacher's Notes.

Using the Student Interest Inventory (p. 6)

Before doing the inventory, explain that it will help you get to know the student better and will give the student a way to evaluate his or her progress over time. Explain that the student will fill in the left side of the chart now, and the right side after finishing *Voyager 1*.

Have the student try to read and fill in the first question independently. If necessary, read it aloud and fill in the student's dictated answer.

For parts **B** and **C**, you or the student should read the central column. Have the student check the appropriate answer on the left side of the chart.

Using the Skills Preview (p. 8)

Work one-on-one with a student to complete the preview. Read the directions to each section aloud, then have the student complete the section as independently as possible.

Use the Skills Preview Answers and the Skills Chart to get a sense of the student's comfort level with material taught in *Voyager 1*. Discuss the results with the student. If a student has great difficulty with the Skills Preview, consider moving the student to the *Voyager Foundation Book*.

Conversely, if a student completes the preview with little or no difficulty, you may want to have the student complete the Skills Review or the *Voyager 2* Skills Preview to determine if that book is more appropriate.

Working through the Lessons

The individual lesson notes on pages 43–62 provide teaching suggestions for each lesson.

Working with the Reading Selections

The reading selection is the heart of each lesson. To help students better understand the reading, read the title aloud. Ask students to look at the picture. Ask them what they think the reading will be about.

The following suggestions depend on class size:

▶ **One-on-one tutoring:** Skim the selection to determine whether the student will be able to read it independently or will need assistance.

- If you think the student can read the selection independently, have him or her read it aloud to you. If the student mispronounces or skips a word, let him or her continue to read, see that the sentence did not make sense, and correct the error. If the student does not self-correct after one or two sentences, wait until he or she has finished reading and have the student reread the incorrect sentence.
- If you think the student will need assistance, try one of the assisted reading strategies described on page 10 in this guide.

▶ **Group instruction:** Skim the selection and use one of these strategies, depending on the difficulty of the selection:

- If you think students will need assistance, try one of the assisted reading strategies described on page 10 in this guide.
- Read the entire selection aloud to students. Then have students read it to themselves. Next, have individual students each read a sentence or paragraph aloud.
- Read the first paragraph aloud to students. Then have volunteers read the remaining paragraphs aloud. Finally, have students read the entire selection to themselves.

Using the Answer Key (p. 120)

Check students' answers as they complete an exercise or lesson. You may consider letting advanced students check and correct their own work.

Using the Reference Handbook (p. 125)

Here are some tips:

- Selected Words in *Voyager 1* (does not include most one-syllable short-vowel words) Students can use the list to practice looking up words arranged alphabetically. They can also check the spelling of written answers. Instructors can use the list to create extension activities—flash cards, sentence building, categories, etc.
- Writing Skills Rules (a summary of the spelling and mechanics rules in the mini-lessons) Have students refer to this page whenever they are doing the editing step of Write About It in the unit reviews.

Using the Skills Review (p. 115)

Have students complete the review independently. Use the Skills Review Answers and Evaluation Chart to evaluate students' performance. Read students' Write About It pieces and give them feedback on all parts of the writing process.

Discuss the review results with students. If a student struggled through or performed poorly on a section of the Skills Review, assess the problem area(s). You may want the student to review the lessons and/or units in which these areas are covered.

Finally, have students return to the Student Interest Inventory (*Voyager 1*, page 6) and fill out the right side of the chart. Discuss their progress and ongoing goals.

Voyager 1 Teacher's Notes

Pre-Assessment

Before you begin Unit 1 with students, be sure they have completed the Student Interest Inventory and the Skills Preview at the beginning of *Voyager 1* (see pages 6 and 8).

In addition to *Voyager 1*, students will need
- a folder in which to keep their work-in-progress and finished work (see page 12)
- a spiral-bound or three-ring notebook to use as a personal dictionary (see page 9)
- a spiral-bound or three-ring notebook to use as a personal spelling list (see page 12)

▶ Unit 1: Hopes and Dreams

Part of Unit	*Voyager 1* pages	TRG pages	Workbook pages
Overview	11	43	
Lesson 1	12 – 19	43 – 45	4 – 5
Lesson 2	20 – 27	45 – 46	6 – 7
Lesson 3	28 – 33	46 – 47	8 – 9
Writing Skills Mini-Lesson	34	47	10 – 11
Unit 1 Review	35 – 36	47	12 – 13

Student Objectives

Reading
- Read two stories and a poem.
- Practice the strategies of using prior experience, background knowledge, and visualizing.
- Understand sequence, cause and effect, and the main idea.

Writing
- Make a list; write two poems.
- Learn about sentences and capitalization.

Phonics
- Review the short vowels.
- Practice five initial blends: *br, cl, gr, pl, st.*
- Practice five final blends: *ft, ld, mp, nt, st.*

▶ Unit 1 Photocopy Masters (PCMs)

PCM 11: Cause-and-Effect Chart
PCM 12: Sequence Time Line
PCM 13: Word Work (Units 1 and 2)
PCM 15: Student Progress Tracking Sheet
PCM 18: Phonics Elements in *Foundation Book* and *Voyager 1*

▶ Personal Dictionaries and Spelling Lists

Encourage students to choose words they would like to learn to add to their dictionaries and spelling lists during each lesson (see pages 9 and 12).

Unit 1 Overview (p. 11)

The Unit Overview introduces the theme "Hopes and Dreams." Discuss the picture. Ask, *"What can you guess about these people's hopes and dreams?"* Record students' responses on the board. Read the overview aloud. Then do a paired reading with students (see "Increasing Fluency," page 10). Discuss students' answers to the questions in the last paragraph.

Lesson 1 (pp. 12–19)

Learning Goals Discuss the learning goals.

Before You Read Read the introduction to the story aloud. Explain that students can use their life experiences to help them understand what they read, and that they will use this strategy in Lesson 1.

1. Read the questions aloud. List students' reasons for wanting to read better.
2. Have students check off their reasons and copy two others from those listed on the board.

Key Words The underlined words are important to the meaning of the reading. Have students try to use context to figure out each key word. Then write the key words on the board. Ask students to read them aloud and to write any words they want to learn in their personal dictionaries.

As You Read Read the text aloud. Remind students to think about their own decision to improve their reading skills.

"A Class of Hopes" Follow one of the reading strategies on page 10. After each paragraph is read, ask students to pick out the picture that matches the character. This will help them see the relationship between the story and the pictures.

After You Read Read each question aloud and discuss with students. For questions 1 and 2, ask, *"How do you know that?"* Write responses to question 3 on the board.

▶ ***Special notes:*** Point out that each character's name starts with a capital letter. Have students circle all the names. Ask them what other words in the story start with capital letters. Have students underline the first word in each sentence. Explain that sentences begin with a capital letter.

▶ **Extending the reading:** Ask students to interview each other for five minutes, asking *"If you learn to read better, how will your life be different in five years?"* Have students report on their interviews.

Think About It: Sequencing Events

1. Read the definition of *sequence* aloud. Introduce the concept using an everyday example, such as getting ready for bed. Write *First, Then, Last* on the board. Have students find and underline these sequence words on page 14.
2. Explain that many stories are organized by sequence, or the order in which events occur.
3. Read the alarm clock sequence aloud. Encourage students to describe their own morning routines using *first, then,* and *last.*

Practice: Read the directions. Have students complete the activities either as a group, in pairs, or individually. Then have them discuss their answers.

▶ **Extending the skill**

1. Ask, *"What else besides stories can be written in a sequence?"* (directions). Ask students to dictate or write directions for getting to another room in your class's building using the words *first, then,* and *last.*
2. Use PCM 12 to introduce a sequence with the four sequence words *first, second, then,* and *last.* Ask students to dictate or write directions on how to do something in four steps.
3. Using a minimal-text cartoon strip, cut apart the frames and mix them up. Let pairs of students sequence them and read them aloud.

Write About It: Make a List Explain that making lists is an important writing skill used in daily life. Ask if students make lists and, if so, what kinds.

A. Discuss "Brad's Plan" with students. Point out that apostrophes show possession (*Brad's*). Make sure that students know that *GED* stands for *General Educational Development.*

B. Have students recopy "Brad's Plan" on the lines.

C. Students will generate their own writing ideas. Encourage independent work, but answer any questions they have. Take dictation if needed. Review students' drafts (**C2**) before they recopy them (see pages 11–12, "Working with Adult New Writers," for more ideas).

Word Work: Short Vowels (*a, e, i, o, u*)

A. Read the names of the vowels aloud; have students repeat.
  1. Say the short *a* sound. Have students repeat.
  2. Read the list of short *a* words. Have students repeat each word after you read it.
  3. Have students say the short *a* word list.
  4. Repeat this process for the other word lists.

B. Model the exercise using *pet* and *pot.* Have students complete the exercise.

C. Read the directions. Using the first column as an example, demonstrate how to try out vowels to decide which ones make real words. Have students complete the exercise in small groups.

D. Read the definition and discuss word families. Stress that words in a word family contain letters in common and that the words rhyme (see "Working with Word Families," page 29). Read the first word in the first list. Ask students to read the rest and to add a word to the family. Do the same with the other word families.

▷ **Extending the skill:** Have students cut apart appropriate letters and word families from PCM 13. Show them how to combine letters and word families to form words. Have them work in pairs to form as many words as possible. Have them say each new word aloud. Students should keep their letters for future use.

Update Read or have students read this aloud. Discuss students' ideas about the question.

▷ **More Practice:** *Voyager 1 Workbook* p. 4

Help students fill out copies of PCM 15 to include in their working folders.

Lesson 2 (pp. 20–27)

Learning Goals Discuss the learning goals.

Before You Read Read the introduction. Explain that what they already know about moving to a new place can help students understand the reading.

Read part 1 aloud. Students can write about themselves or others. Write students' dictated answers; let them copy. Read the directions to part 2 aloud. Have students read the reasons and check the ones they agree with. Write other reasons students give on the board and let them copy one.

Key Words See Lesson 1 notes. Point out that names of people, countries, and languages are capitalized.

▷ **Extension:** Let students dictate and copy sentences using the key words.

As You Read Read the text aloud. Remind students to relate what they are reading to what they know.

"A New Life" Before reading, discuss the picture. Ask, *"What dreams does Sal have?"* Follow one of the reading strategies on page 10.

After You Read Have students retell the story in a chain, with each student completing one of the sentence starters. Give them the option of adding a sentence of their own. Record students' answers.

▶ **Extending the reading:** Discuss the hardships Sal may have faced and how he may have overcome them. You might say, *"Imagine finding yourself in a strange country one day. How would you feel? What would you do?"*

Think About It: Identifying Cause and Effect Read the definitions aloud and discuss the meaning of cause and effect. Discuss the pictures. Ask for and record other examples (a lighted match causing a fire; a big meal causing drowsiness).

Practice: Read the directions for **A** and **B.** Have students discuss the pictures. Have students read their sentences in part **C** aloud.

▶ **Extending the skill:** Ask students to think about cause-and-effect situations in their everyday lives (e.g., the effect of forgetting to put money in a parking meter). Pass out copies of PCM 11 and ask students to write one cause and the effect on the PCM. Then have students describe the effect and let the others guess the cause.

Write About It: Write a Poem Read the poem aloud. Then do a paired reading with students (see page 10). "Sal's Poem" serves as a model for what the students will do. It is an example of free verse, having an irregular metrical pattern and lines that do not rhyme. Discuss the form of the poem: first and last name on the first and last lines; descriptive words about Sal on line 2; names of Sal's relatives on lines 3 and 4; details about Sal on lines 5–8.

A. Read the directions. Ask students to compare the sentence starters to Sal's poem. Then have students dictate or write a draft of their own poem. Have them read it aloud.

B–C. Introduce the writing process by discussing drafts. Explain that when we revise, we add, cut, or replace material to improve a draft. Let students revise, using the steps in **B.** Don't focus on spelling, punctuation, or other mechanics at this point, unless students ask specific questions. Have students copy their final drafts in **C**, and then read them aloud. They might also illustrate their poems or add a photo (see "Working with Adult New Writers" on pages 11–12 for more ideas).

Word Work: Initial Consonant Blends (*br, cl, gr, pl, st*) Explain that blends contain two or more consonants. When we say a blend, we hear the sound for each letter, but the sounds are close together. Write the blend *br* on the board. Write the word *brave* under it. Say the word, then have students repeat it. Be sure they can hear both sounds in the *br* blend. Discourage students from adding a vowel sound to the blend (e.g., *buh-ruh*). The added sound will make it harder to decode words effectively.

A. Read the directions. Have students underline the consonant blend *br-* in all the words in column 1. Have them say the words they know. Tell them the other words and have students repeat them. Ask volunteers to use each word in a sentence. Repeat this process for each list.

B. Read the directions and model the exercise using *clock* and *crock*. Have students complete the exercise.

▶ **Extending the skill:** In random order, read the words not pictured and have students find them.

C. Review the definition of word families. Follow the process in Lesson 1 notes.

D. Read the directions. Use example 1 to demonstrate how to fill in the blank. Say, "*'Blank' came to the U.S. from Mexico*." Ask, "*Does* Pal *or* Sal *fit the sentence better?*" Let students complete the exercise individually or in pairs.

▶ **Extending the skill:** Have students cut apart appropriate letters and word families from PCM 13 and add them to the ones from Lesson 1 to form new words.

Update Read or have students read this aloud. Discuss what Sal's brother might do when he comes to the U.S.

▶ **More Practice:** *Voyager 1 Workbook* p. 6

Help students fill out copies of PCM 15.

Lesson 3 (pp. 28–33)

Learning Goals Discuss the learning goals. Discuss the strategy of visualizing; explain that by mentally picturing what they read, students will better understand "Dreams."

Before You Read Read the introduction. Explain that poets choose specific words to convey images (mental pictures) and emotions. Point out that readers should try to picture the images as they read.

Read, record, and discuss student responses to questions 1–3. Let students copy or try to write their own answers.

Discuss the picture on page 29. Ask what feelings or ideas about dreams the picture brings to mind.

Key Words See Lesson 1 notes.

As You Read Read the text aloud. Remind students to visualize as they read the poem.

"Dreams" Read the poem to students. Then conduct a paired or echo reading (see page 10). Finally, have students read the poem aloud.

After You Read Read and discuss each question. Discuss how the images in the poem convey meaning and emotions. Ask if the picture on page 29 helped students understand the poem better.

▶ **Extending the reading:** Discuss the format of poems—they're often short; they usually have a marked rhythm; they often rhyme. Many poems use repetition. Discuss how "Dreams" differs in form from the poem students wrote in Lesson 2. Ask what other poems students have seen.

Encourage students to practice reading "Dreams" aloud. Have volunteers read it at your next session.

Think About It: Understanding the Main Idea Discuss the definition of main idea. Reread the poem and ask students what they think the main idea is. Let students read the first line of "Dreams" aloud. Ask them if they agree that the main idea is "Hold on to your dreams." Read the second paragraph and have students read the rest of the first stanza. Discuss this image of a life without dreams.

Practice Discuss each question. Write possible answers on the board. Have students copy the answers they like best. Have them discuss their answers to the last question in pairs or small groups.

▶ **Extending the skill:** Have students reread "A Class of Hopes" on *Voyager 1*, page 13, and pick the sentence that describes the main idea of the story. ("Ken, Jan, and Brad all hope for better lives.")

Write About It: Write a Poem Read the introduction. Then have students read both poems aloud. Discuss the similarities in form and content and have students point out the differences. Ask about the images that the new poem brings to mind.

A–B. Read the directions aloud. Discuss how the title indicates the main idea of the poem. Have students underline words that they would like to change in "Let Go." Let them write the changes on the lines in part **B.** Have students read their poems and make revisions. Let students copy their new poems on separate paper and put the copies in their working folders.

Word Work: Final Consonant Blends (*ft, ld, mp, nt, st*) Review the concept of blends. Point out that blends can be found at the beginning or end of words. Give some examples.

A–C. Follow the process described in Lesson 2.

D. Crossword Puzzle Have students read the words they know aloud. Teach the other words. Fit *own* and *winged* into the puzzle. Have students complete the puzzle in pairs.

▶ **Extending the skill:** Have students cut apart appropriate letters and word families from PCM 13 and form new words.

▶ **More Practice:** *Voyager 1 Workbook* p. 8

Help students fill out copies of PCM 15.

Writing Skills Mini-Lesson: Sentences and Capitalization (p. 34)

1. Read the introduction aloud. Read rule 1 and the example aloud and discuss. Write other examples on the board. Make sure students understand what a complete thought is. You may want to write one or two fragments and ask students to explain why each is not a sentence.
2. Read rule 2 and discuss it. Ask students to supply other examples. Write them on the board.
3. Read rule 3 and discuss it. Ask which example is a question.

Practice: Read the directions aloud to make sure students understand what to do. Have students work in pairs, compare answers, and give each other feedback. Review students' work.

▶ **More Practice:** *Voyager 1 Workbook* p. 10

Unit 1 Review (pp. 35–36)

Explain that this review will help students evaluate what they have learned in Unit 1. If necessary, read aloud or have volunteers read the story before students begin to answer the questions. Make sure students know how to do each part of the review. Have them complete the Reading Review and the Word Work Review as independently as possible.

Introduce the writing process in Write About It. Read the topic aloud. Go over the five steps of the Writing Process. You may want students to complete this activity in class the first time. When they get to the editing step, point out that they should check for complete sentences, correct capitalization, and correct punctuation (see pages 11–12, "Working with Adult New Writers," for more ideas).

▶ **More Practice:** *Voyager 1 Workbook* p. 12

▶ ***Final note:*** Review with students the copies of PCM 15 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the writing skills mini-lesson in Unit 1. Discuss possible ways of meeting their needs.

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▶ Unit 2: Everyday Heroes

Part of Unit	*Voyager 1* pages	TRG pages	Workbook pages
Overview	37	48	
Lesson 4	38 – 45	48 – 49	14 – 15
Lesson 5	46 – 53	50 – 51	16 – 17
Lesson 6	54 – 59	51 – 52	18 – 19
Writing Skills Mini-Lesson	60	52	20 – 21
Unit 2 Review	61 – 62	52	22 – 23

Student Objectives

Reading

- Read about two real people; read a news article and a poem.
- Use the reading strategies of background knowledge, visualizing, and prior experience.
- Predict, find details, and make inferences.

Writing

- Write about a reading; interview and write about a person; write a paragraph.
- Learn about contractions using *not.*

Phonics

- Learn the long vowel sounds: *a, e, i, o, u,* and *y.*

▶ Unit 2 Photocopy Masters (PCMs)

PCM 9: Five W's Chart
PCM 10: Detail Diagram
PCM 13: Word Work (Units 1 and 2)
PCM 15: Student Progress Tracking Sheet
PCM 18: Phonics Elements in *Foundation Book* and *Voyager 1*

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words to their dictionaries and spelling lists during each lesson in Unit 2.

Unit 2 Overview (p. 37)

The overview introduces the "Everyday Heroes" theme with a collage of pictures. The heroes pictured include Rosa Parks, Cesar Chavez, and fictional characters. Discuss the pictures. Ask, *"Have you heard of Rosa Parks or Cesar Chavez? What did they do to be thought of as heroes?"* Read the overview aloud, then do a paired reading. Discuss the questions in the last paragraph.

Lesson 4 (pp. 38–45)

Learning Goals Discuss the learning goals.

Before You Read Explain that making predictions before and during reading helps a reader anticipate what to expect next. When they compare their predictions to what actually occurs, students become more active readers. Students will practice this skill in Lesson 4. They will also use their prior knowledge to better understand "A Bus Ride."

Read the introduction and question 1 aloud. Write volunteers' predictions on the board and have students copy them on the blank lines. Discuss questions 2 and 3. Be prepared to provide details about the civil rights movement.

Key Words See Lesson 1 notes. Point out the prefix *un-* in *unfair.* Explain that it means *not.* Have students list and define other words that begin with *un-*. If you would like, let students dictate and copy their own sentences using the key words.

As You Read Tell students to remember what they know about the civil rights movement as they read.

"A Bus Ride" Follow one of the reading strategies on page 10.

After You Read

A. Read the directions. Have students use the sentence starters to retell "A Bus Ride" in their own words. Record responses. Then have students copy the responses on their own paper. Have them read their versions aloud.

B. Ask students why they think Rosa Parks is considered a hero.

▶ **Extending the reading:** Discuss the differences between nonfiction (factual writing) and fiction (made-up stories). Have students tell why "A Bus Ride" is nonfiction. (Rosa Parks is a real person. The event really happened.) Have students name and discuss other examples of nonfiction (biographies, news articles, historical accounts).

Think About It: Making Predictions Ask students how making predictions helps them every day (weather forecasting, estimating grocery costs, etc.). Then discuss why making predictions can help reading comprehension. Tell students that by predicting and checking those predictions, readers are continually interacting with the reading. This "active reading" approach helps readers pay attention to and better understand what they read.

Read the introduction. Discuss the types of clues available for predicting reading content. Discuss students' earlier predictions about "A Bus Ride."

Practice: Read the directions. Have students do parts **A–C**; review their answers. For **B** and **C**, students can work in pairs. Point out that different predictions can be valid. (Jan will like this job, *or* Jan will sell the dress.)

▶ **Extending the skill:** Bring in and/or have students bring in books that have jackets or covers with pictures, such as romances, westerns, and biographies. Based on the covers, have students predict what each book will be about. Discuss their predictions and their reasons for making them.

Write About It: Write About What You Read
Explain that writing about a story helps us to see how well we remember and understand it.

A–B. Read "A Hero to Farm Workers" with students and discuss it. Discuss the predictions students made in part **C** on page 41. Record any additional facts that students know about Chavez, the UFW, or unions in general.

C. Have students retell the story by completing the sentence starters. Have volunteers read their writing aloud (see pages 11–12, "Working with Adult New Writers," for more ideas).

Word Work: Long *a* and Long *i*

a-e, ai,* and *ay* = Long *a

A. Read the introduction. Point out the three common ways the long *a* sound can be spelled.
- Say the sound for long *a*. Have students repeat it.
- Read the long *a* words in the first column aloud. Ask students to listen for the sound. Have students read each long *a* word aloud.
- Repeat this process for *ai* and *ay*.

B. Read the directions. Read *ran* and *rain* aloud and make sure students can hear the difference between the short and long *a* sounds. Have students complete the exercise.

C. Read the directions and the example. Have students do the exercise, giving help if necessary.

D. Discuss the patterns that students discern.

i-e* and *igh* = Long *i

E–G. Repeat process used for **A**, **C**, and **D**.

H. Read the directions. Be sure students recognize the two pronunciations for *live*.

I. Follow the process in Lesson 1 notes.

J. Read the words in the box. Demonstrate how to do fill-in-the-blank exercises by saying, "*Rosa Parks took a bus 'blank.' What word in the box completes the sentence?*" Demonstrate the process of elimination by reading the sentence with *admire, life,* and *ride* in the blank. When students identify *ride* as the correct answer, tell them to check off the word in the box and write it on the line. Let students complete the activity individually or in pairs. Then have students read their sentences aloud.

▶ **Extending the skill:** Have students cut apart appropriate letters and word families from PCM 13 and form new words.

Update Read or have students read this aloud. Discuss other civil rights leaders students know of.

▶ **More Practice:** *Voyager 1 Workbook* p. 14

Help students fill out copies of PCM 15.

Lesson 5 (pp. 46–53)

Learning Goals Discuss the learning goals.

Before You Read Tell students that they will use the strategy of visualizing—picturing what they read—to better understand the reading in this lesson. Read, discuss, and record student responses to questions 1–3. Let them copy their answers to 2 and 3 on the lines provided.

Key Words See Lesson 1 notes. If students ask about the silent *k* in *known*, explain that *k* is silent when followed by *n*. Give a few other examples (*knife*, *knee*, *knot*).

As You Read Read the strategy reminder aloud.

"Neighbor Saves Family" Explain that this reading is a news article. Discuss the picture and headline. Follow one of the reading strategies on page 10. Encourage students to picture Steve's actions as they read.

After You Read Read the directions aloud; discuss the questions. Then discuss each feature of the article: the headline, photo, caption, factual information, quotations, etc.

▶ **Extending the reading:** Have the class create a brief news article about a recent local event. Be sure their article contains the features listed above. They can be creative with the photo and the quotations, but the facts should be as accurate as possible. Write the article on the board; revise and edit it as a class. Have students copy the edited version and put it in their working folders.

Think About It: Finding Details Discuss the definition of *details*. Explain that details support main ideas and provide relevant information.

A. Read the directions and the first sentence. Demonstrate how to check **True** or **False.** After students complete the exercise, review it together. Then have students correct the false statements to make them true.

B. Read the directions and model how to look back at the story to complete sentence 1. Have students complete the exercise in pairs. Discuss their answers.

Practice: Discuss the picture and headline. Make sure students recognize the fire fighter from the article on page 47. Read this article aloud. Then have students echo-read it. Working in pairs, have students find details to complete the sentences.

▶ **Extending the skill:** Use PCM 10 to show how details relate to the main idea. Have students work in pairs to write "Pete Greeley Retires" in the main idea oval. Then have them copy details from the news article into the detail boxes.

Write About It: Write About a Person You Interview Explain that reporters get information by asking questions. Read the introduction aloud and have students read the "Five W" words in the box. Discuss the Five W's and their special value in gathering details.

A. Read the directions. Go over the example and remind students to check off answers as they use them. Let students work independently to complete the exercise. Have them review their work together.

B. Read the introduction and review the five W's. Read the questions aloud, saying *blank* when needed. Have students complete all six questions, giving help as needed. Let students practice asking the questions. Then pair students for interviews and have them write their partner's answers on the lines.

C. Do 1 as an example to show students how to turn the questions and responses in part **B** into statements in part C. Have them complete the exercise and read their interview results aloud (see pages 11–12, "Working with Adult New Writers" for more ideas).

▶ **Extending the skill:** Find or adapt a simple news article and give each student a copy. Have students use PCM 9 to write details found in the article. If needed, ask the "Five W's" (e.g., *"Who is this about?" "Where did it happen?"*).

Word Work: Long *e* and Long *y*

e*, *ee* and *e-e* = Long *e

A. Follow the process used for long *a* in Lesson 4.

B. Read the directions aloud. Make sure students understand that *ea* can make three different sounds. Read the words in each column and have students repeat them.

C. Explain that *ea* in *read* can be a long or short *e*. Tell students that the pronunciation is determined by the meaning of the sentence.

y as a Long Vowel

D. Follow the process for long *a* in Lesson 4.

Practice

E. Read the words in the box aloud. Have students complete the sentences and read them aloud.

F. Read the directions and go over the example with students. Emphasize that they are to cross out words that don't have long vowel sounds. Go over students' answers with them.

▶ **Extending the skill:** Have students cut apart appropriate letters and word families from PCM 13 and form new words.

Update Read or have students read this aloud. Discuss the value of smoke detectors and the purposes of Neighborhood Watch groups.

▶ **More Practice:** *Voyager 1 Workbook* p. 16

Help students fill out copies of PCM 15.

Lesson 6 (pp. 54–59)

Learning Goals Discuss the learning goals.

Before You Read Explain that students will use their life experiences to help them understand the poem in Lesson 6. Tell students they can use this strategy to better understand almost anything they read. Read and discuss the introduction and questions 1–3. Record the responses and have students copy them on the lines provided. Students can make up a situation for questions 1 and 2, if they wish.

Key Words See Lesson 1 notes. Point out the contractions and explain that two words have been combined and some letters left out. Discuss what words *couldn't* and *can't* were formed from. Explain that students will learn more about contractions at the end of this unit.

As You Read Read the text and discuss the picture. Remind students to use what they know about poems to help them understand this one.

"Can't" Read the poem aloud, then conduct a paired or echo reading.

After You Read

A. Have each student read the poem aloud.

B. Read each question aloud and discuss. You can record student answers to question 4. You may want to tally how many students respond "yourself" and how many say "other people."

▶ **Extending the reading:** In pairs, let students act out the poem using the roles of narrator and challenger. Encourage them to be demonstrative.

Think About It: Making Inferences Read the definition aloud. Discuss how we make inferences by looking at clues or other information to figure something out or draw a conclusion (infer). Clothing can provide good examples of how we make inferences about seasons (e.g., a bathing suit suggests summer while snow boots imply winter).

Look at the picture clues. Have students read the inferences and discuss what clues make the inferences correct. Ask, *"Can you infer anything else about these pictures?"* (the woman was prepared for rain; the man has a dog; the man is a good carpenter). Record students' reasonable inferences; let them copy them onto the lesson page.

Practice: Read the directions aloud. Have students read the words in the box. Let students complete the riddles. Have volunteers read them aloud.

▶ **Extending the skill:** Bring in at least 10 picture-based magazine or newspaper ads. Discuss the purpose of ads—to convince consumers to buy certain products. Explain that ads often imply things rather than saying them outright. For instance, an ad may imply that wearing a given brand of perfume will make you glamorous or that buying a certain kind of car will make you seem younger.

Have students work in small groups. Give each group several ads and ask them to infer the message of each ad. Encourage them to ask questions, such as *"Why is this product better than another?" "How will a consumer feel when he or she owns this product?" "What makes this product special?"* Have the groups write their inferences and present them, along with the ads, to the class. Have them explain what led them to each inference.

Write About It: Write a Paragraph Read the introduction and directions aloud. It may be helpful if you discuss something that was hard for you to try, so that students feel comfortable with this exercise.

A. Read the sentence starters aloud. Then let students complete them independently. If students can't think of a personal experience to write about, suggest that they write about someone else or imagine an experience.

B. Before students write a paragraph, have them read their sentences to a partner for comments. Help students with spelling if they ask. Point out that a paragraph does not begin a new sentence on each line (see pages 11–12, "Working with Adult New Writers," for more ideas).

Word Work: Long *o* and Long *u*

A. Follow the process for long *a* in Lesson 4.

B. Demonstrate the two sounds for *u: yoo* as in *use* and *oo* as in *June.* Make sure students can hear and say both sounds. Follow the process used for long *a* in Lesson 4. Point out that the way a word is spelled does not indicate the way the *u* is pronounced.

C. Read the directions aloud. Remind students how to read and listen for the long vowel sounds. Let students complete the exercise. As a check, have students read aloud the words remaining in each line.

D. Follow the process in Lesson 1 notes.

E. Read the directions and the word pairs in the box aloud. Use the example to demonstrate how to do the exercise. Point out that the underlined "clue" lets students know which word family to use.

F. Have students work in pairs or small groups to write rhymes. Tell them the rhymes can be funny or nonsensical.

▶ **Extending the skill:** Have students cut apart appropriate letters and word families from PCM 13 and form new words.

▶ **More Practice:** *Voyager 1 Workbook* p. 18

Help students fill out copies of PCM 15.

Writing Skills Mini-Lesson: Contractions (p. 60)

This mini-lesson focuses on contractions with *not.* Read the definition aloud. Demonstrate how to write an apostrophe. Explain that it tells the reader where one or more letters have been omitted. Read each pair of words aloud; ask students to read the corresponding contraction. Then have students work in pairs to read the words and contractions.

Practice

A. Let students find and copy the correct contractions.

B. Read the directions aloud; check students' work on question 1 before they do 2 and 3.

▶ **More Practice:** *Voyager 1 Workbook* p. 20

Unit 2 Review (pp. 61–62)

Follow the process described in Unit 1.

As students work through the writing process, point out that when they edit their writing, they should check that contractions with *not* are spelled correctly.

▶ **Extending the skill:** Have students use all the letters and word families from PCM 13 to practice forming words. You may make a game of it, timing students to see how many words they can create in five minutes. Have students keep their letters in an envelope for future use.

▶ **More Practice:** *Voyager 1 Workbook* p. 22

▶ ***Final note:*** Review with students the copies of PCM 15 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the writing skills mini-lesson in Unit 2. Discuss possible ways of meeting their needs.

▶ Unit 3: Thrilling Moments

Part of Unit	*Voyager 1* pages	TRG pages	Workbook pages
Overview	63	53	
Lesson 7	64 – 71	53 – 54	24 – 25
Lesson 8	72 – 79	54 – 56	26 – 27
Lesson 9	80 – 85	56 – 57	28 – 29
Writing Skills Mini-Lesson	86	57	30 – 31
Unit 3 Review	87 – 88	57	32 – 33

Student Objectives

Reading

- Read two stories and a poem.
- Use the reading strategies of prior experience, background knowledge, and visualizing.
- Identify cause and effect; understand sequence; make inferences.

Writing

- Write a story and a poem; make a list.
- Learn how to form plural words.

Phonics

- Learn five digraphs: *sh, ch, th, ph, wh.*
- Learn five 3-letter initial blends: *scr, spl, spr, str, thr.*
- Learn five 3-letter final blends: *nch, nce, nge, rse, dge.*

▶ Unit 3 PCMs

PCM 9: Five W's Chart
PCM 10: Detail Diagram
PCM 11: Cause-and-Effect Chart
PCM 12: Sequence Time Line
PCM 13: Word Work (Units 1 and 2)
PCM 14: Word Work (Units 3 and 4)
PCM 15: Student Progress Tracking Sheet
PCM 18: Phonics Elements in *Foundation Book* and *Voyager 1*

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words to their dictionaries and spelling lists during each lesson.

Unit 3 Overview (p. 63)

Discuss the picture. Ask, *"What do you think the people were thrilled about?"* Read the overview aloud; follow with a paired reading. Discuss the questions in the last paragraph.

Lesson 7 (pp. 64–71)

Learning Goals Discuss the learning goals.

Before You Read Read the introduction aloud. Tell students that they will use the strategy of prior experience to better understand "The Promotion."

1. Read the questions aloud. Discuss and record students' examples of thrilling moments.
2. Have students check off the sentences that are true for them and write two other examples on the lines. If students can't think of personal experiences, suggest that they list something someone else has done.

Key Words See Lesson 1 notes. Ask students why *Ms. Chin* is capitalized. Point out that *Alpha Company* (name of a company) and *Thursday* (day of the week) are also capitalized.

As You Read Read the text aloud. Remind students to think about their own experiences to help them understand the reading.

"The Promotion" Read the title; discuss the picture. Ask, *"What can you tell about the people in the picture?"* Follow one of the reading strategies on page 10.

After You Read Read each question aloud and discuss the causes and effects in the story.

▶ **Extending the reading:** Have students work in teams to describe or invent a problem at school or work. Let them write the problem down and trade problems with other teams. Each team then brainstorms solutions for five minutes.

Think About It: Identifying Cause and Effect Review the concept of cause and effect by reading the introduction aloud. Have students explain the cause and the effect in the example.

Practice

A. Read the directions aloud. Remind students to check off each effect as they match it to a cause. Have volunteers explain their answers.

B. Read the directions. Have students read the sentences silently and choose the effect for each cause. Let students review their answers in pairs—one student reading the cause and the partner reading the effect.

C. Read the directions and the answer list aloud. Alternatively, let students read the list silently. Have students read the first cause, choose the correct effect, and copy it on the line. Let them finish the exercise in class or as homework.

Write About It: Write a Story

Read the introduction. Explain that a proverb is a short saying that expresses an obvious truth or familiar experience. Give an example. Ask volunteers to say proverbs that they know.

A. Read or have students read the first part of each proverb. Have them match proverb endings and read the proverbs aloud.

B. Have students work in pairs to read and discuss the proverbs and rephrase them. Point out that the "if . . . then" construction shows cause and effect in plainer language.

C–D. Read the directions. Have students complete the proverbs and read them aloud. If no one can think of an ending, write one on the board for them. Help students to find other proverbs for **D** if necessary.

E. Let students write as independently as possible. Have them read their stories aloud (see pages 11–12, "Working with Adult New Writers," for more ideas).

▶ **Extending the skill:** Have students use PCM 11 to organize one or more ideas for a story. Have them describe a cause-and-effect experience and write a short story describing it.

Word Work: Digraphs (*ch, sh, th, ph, wh*)

A. Read the introduction. Explain that a digraph is a pair of letters that spell a single sound.
   1. Say the *ch* sound. Have students repeat it.
   2. Read the *ch* words aloud and ask students to listen for the sound. Have students read each *ch* word aloud.
   3. Repeat this process for each digraph list. Explain that there are two sounds for *th*. Say *thin* and *than*. Can students hear the difference? Ask students to repeat the words. Can they make the two sounds?

B–C. Read the directions. Do the first one of each exercise with students. Let them complete the exercises independently or in pairs.

D. Read the directions. Using the *shone* example, show students how to match a digraph to a word family to make a word. Point out that the second word-family word they write does not have to begin with a digraph. Help students complete the exercise if necessary.

E. Read the directions. When students have completed the exercise, have them read all of the sentences aloud as a story.

▶ **Extending the skill:** Have students cut apart appropriate letter groups from PCM 14 and use them with letters and word families from PCM 13 to form new words.

Update Have students read this aloud. Discuss the pros and cons of changing jobs, departments, or even companies.

▶ **More Practice:** *Voyager 1 Workbook* p. 24

Help students fill out copies of PCM 15.

Lesson 8 (pp. 72–79)

Learning Goals Discuss the learning goals.

Before You Read Explain that students will use their background knowledge about marathons to better understand "The Thrill of the Race." Have students read and discuss questions 1–3. Elicit as much information about marathons as possible. Be prepared to provide background information.

Key Words See Lesson 1 notes. Point out the capital letters in *Boston Marathon* and *Patriots' Day.*

As You Read Read the strategy reminder and discuss the picture.

"The Thrill of the Race" Follow one of the reading strategies on page 10.

After You Read

A. Ask students to close their books. Remind them that retelling a story helps to show how well they understood it. Start the retelling with *"Phyllis Jones likes to run."* Let each student add a sentence. Write down all the sentences. Then compare the students' story with the original. If their version is much changed from the original, students may need more work on reading comprehension. You could reread the story to students, having them close their eyes and visualize what is happening. Then they can repeat the retelling process (see page 10, "Improving Comprehension," for more ideas).

B. Read the directions aloud and discuss.

▶ **Extending the reading:** Have students use PCM 9 and PCM 10 to find details about the Boston Marathon in "The Thrill of the Race." Have them answer the Five W's. Point out that there can be more than one answer for each question. For example, "Who?" can be Phyllis Jones, her friends, or 5,000 runners. Students should list as many details on the chart as they can find.

Think About It: Sequencing Events Review the definition of *sequence*. Have students look at the clocks and read the sentences silently. Point out that the first word in each sentence is a sequence word that tells when something happened. Write *First, Second, Then,* and *Last* on the board. Point out that *second* is a new sequence word.

Practice

A. Read the directions. Let students read the words in the box aloud. Read aloud and discuss the sentences and their correct order, pointing out that the first sentence in the sequence is already numbered *1*. Have students number and write the correct sequence word for each sentence. Have them read the sentences aloud in the correct sequence.

B. Read the introduction. Have students work in pairs or small groups to discuss the pictures (which are in sequence). Let them use the pictures to number and complete the sentences.

C. Have students copy the four sentences in order in paragraph format and write a title. Students can practice reading aloud by reading their paragraphs to partners.

▶ **Extending the skill:** Hand out copies of PCM 12. Using the example on the PCM, show how time lines show sequence from left to right. Have students fill out a time line with a sequence of events from their own lives.

Write About It: Make a List Read the introduction.

A. Use the first line to show how to unscramble the sentences of the invitation. If students have trouble, have them copy each word onto a piece of paper and then put the words in order.

B. Read the directions. Have students read the sentences, discuss their proper order, and copy them on the right lines. Have students read their completed sentences aloud.

C–D. Read the directions. Have the class brainstorm other tasks that need to be done for a party. Write their ideas on the board. Have students choose tasks to copy into their books. Let them number their lists in order and copy them onto the lines in part **D** (see pages 11–12, "Working with Adult New Writers," for more ideas).

Word Work: Three-letter Initial Blends (*scr, spl, spr, str, thr*) Remind students that when they say a consonant blend, they hear the sound for each letter, but the sounds are close together. Point out that students will hear three sounds in the *s* blends. Write the first blend, *scr*, on the board. Write the word *scrap* under it. Say the word; then have students repeat it. Be sure they can hear the three sounds. Repeat with the other blends. When you come to *thr*, note that, since *th* is a digraph, only two sounds are heard.

A. Read the directions. Have students underline the consonant blend *scr* in all the words in column 1. Let them say the words they know. Tell them the other words and have students repeat them. Have students read the word list. Let volunteers use each word in a sentence. Repeat this process for each list.

Be sure students can tell the difference between a three- and a two-letter initial blend (*split, spit*).

▶ ***Special Note:*** Point out that *threw* and *through* are pronounced the same but have different spellings and different meanings. Make sure students know what each word means.

B–C. Read the directions. Do the first one of each exercise with students. Let them complete the exercises independently or in pairs.

D. Read the directions. Using the completed example, review how to match a blend and a word family to make a real word. Remind students that the second word they write doesn't have to begin with a three-letter blend.

E. Review how to choose words to fill in the blanks. After students complete the exercise, have them read their sentences aloud.

▶ **Extending the skill:** Have students cut apart appropriate letter groups from PCM 14 and use them with letters and word families from PCM 13 to form new words.

Update Read or have students read this aloud. This is a good time to discuss health and fitness issues, including exercise, nutrition, and not smoking.

▶ **More Practice:** *Voyager 1 Workbook* p. 26

Help students fill out copies of PCM 15.

Lesson 9 (pp. 80–85)

Learning Goals Discuss the learning goals.

Before You Read Explain that students will use visualizing to better understand "Winner." Read the introduction. Discuss questions 1 and 2.

Key Words Ask students to read any baseball terms they recognize. Read the terms and definitions aloud and discuss them.

As You Read Read the strategy reminder aloud.

"Winner" Discuss the picture. Ask students if they can infer from the picture how the man feels about the boy's hit. Read the poem aloud. Then do a paired reading with students.

After You Read

A. Have students read the poem aloud, singly or in pairs.

B. Read and discuss the questions. *Optional:* Record students' retelling of the poem. Have them copy their version and read it aloud.

▶ **Extending the reading:** Have students work in small groups to discuss how students' parents reacted to their successes and/or how students react to their own children's successes. Ask, *"What pressures to succeed did you feel from your parents? What pressures do you place on your children?"*

Think About It: Making Inferences Remind students how we make inferences or "read between the lines." Discuss the examples. Ask, *"What clues lead to these inferences?"* Ask students if they can make any other inferences about the pictures. (e.g., "People are happy.") Record any new inferences and let students copy them.

Practice: Read the directions aloud. Demonstrate how to choose the better inference. Have students complete the exercise independently. Ask volunteers to explain why they chose each inference.

▶ **Extending the skill:** Using newspaper classified ads, have students look at "For Sale" advertisements and talk about what inferences they can make from the information (e.g., "size 3 designer wedding gown, never used," *inference:* a very thin rich woman didn't get married; "apartment sale, everything must go," *inference:* someone is moving and doesn't want these belongings).

Write About It: Write a Poem

A. Read the directions. Remind students that poets choose words carefully to convey strong visual and emotional messages. Have students share their thrilling experiences. If students can't think of a personal experience, suggest that they use something they know about. Brainstorm visual and other sensory words for the lines with the verbs *felt, see, hear,* and *taste.* Encourage students to be as descriptive as possible. Record responses on board and ask students to choose the words that best fit their own experience. Have them write those words on the lines in part **A.**

B. Help students decide what details they want to include in their poems. Then have them write their final poems in part **B.** Have them choose titles. Finally, have students read their poems aloud (see pages 11–12, "Working with Adult New Writers," for more ideas).

Word Work: Three-letter Final Blends (*nch, nce, nge, rse, dge*)

A–C. Follow the process described in Lesson 8. Point out that only two sounds are heard in most of these three-letter blends because *ch* is a digraph and the final *e* is silent. When students have completed part **C,** have them read the sentences aloud.

D. Review the definition of word families. Follow the process described in Lesson 1.

E. Read the directions. Have students work in pairs. Demonstrate how to read the sentence, find the clue, and unscramble the word in parentheses. Have students read the completed sentences aloud to emphasize that the unscrambled word rhymes with the clue word.

F. Read the directions. Scramble a word-family word on the board as an example. Then have partners scramble words for each other.

▶ **Extending the skill:** Have students cut apart appropriate letter groups from PCM 14 and use them with letters and word families from PCM 13 to form new words.

▶ **More Practice:** *Voyager 1 Workbook* p. 28

Help students fill out copies of PCM 15.

Writing Skills Mini-Lesson: Plurals (p. 86)

This mini-lesson focuses on rules for forming plurals. Read the introduction aloud. Explain plurals—words representing more than one person, place, or thing.

1. Read rule 1 and the examples. Write other examples on the board using words students have learned (*thrill/s, street/s, fence/s*).
2. Read rule 2 and examples; discuss it. Write other examples (*inch/es, dress/es, tax/es*).
3. Read and explain rule 3. Provide other examples (*strawberry/strawberries, party/parties, penny/pennies*).

Have students practice spelling plurals.

Practice: Have students complete the exercises as independently as possible. Have them explain why they spelled each plural as they did.

▶ **More Practice:** *Voyager 1 Workbook* p. 30

Unit 3 Review (pp. 87–88)

Follow the Unit Review process described in Unit 1. Point out that as students edit their writing they should check the spelling of plural words.

▶ **Extension:** Divide students into teams and conduct a word-forming contest. Have students use the letter groups they cut from PCM 13 and 14 to form words. See which team can form the most words in a given time period.

▶ **More Practice:** *Voyager 1 Workbook* p. 32

▶ ***Final note:*** Review with students the copies of PCM 15 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the writing skills mini-lesson in Unit 3. Discuss possible ways of meeting their needs.

▶ Unit 4: Friendship

Part of Unit	*Voyager 1* pages	TRG pages	Workbook pages
Overview	89	58	
Lesson 10	90 – 95	58 – 59	34 – 35
Lesson 11	96 – 103	59 – 60	36 – 37
Lesson 12	104 – 111	60 – 61	38 – 39
Writing Skills Mini-Lesson	112	62	40 – 41
Unit 4 Review	113 – 114	62	42 – 44

Student Objectives

Reading

- Read four poems and a journal entry.
- Use the reading strategies of background knowledge, prior experience, and visualizing.
- Understand the main idea, find details, and make predictions.

Writing

- Write a poem and a journal entry; complete a diagram.
- Learn to add *-ed* and *-ing* endings to words.

Phonics

- Learn six special vowel combinations; *au, aw, oi, oy, oo, ou.*
- Learn nine *r*-controlled vowel patterns: *are, err, ire, ore, ure, ar, er, ear, our.*

▶ Unit 4 PCMs

PCM 10: Detail Diagram
PCM 13: Word Work (Units 1 and 2)
PCM 14: Word Work (Units 3 and 4)
PCM 15: Student Progress Tracking Sheet
PCM 18: Phonics Elements in *Foundation Book* and *Voyager 1*

▶ Personal Dictionaries and Spelling Lists

Encourage students to add words to their dictionaries and spelling lists during each lesson.

Unit 4 Overview (p. 89)

This overview introduces the theme of friendship. Discuss the picture and ask, "*What qualities do your friends have that make your friendships work?*" Read the overview aloud, then do a paired reading. For a second reading have students read aloud with you. Discuss the questions in the last paragraph.

Lesson 10 (pp. 90–95)

Learning Goals Discuss the learning goals.

Before You Read Explain that students will use what they know about arches and friendship to understand "The Arch." Read the introduction and discuss questions 1–3. Let students write their answers and read them aloud. Help students brainstorm and discuss common locations of arches. Discuss the attributes and uses of arches (very strong, an ancient building form, graceful, bear weight, their parts support each other).

Key Words See Lesson 1 notes. Explain that *-gh* is usually silent (*light, high, straight*) but that it sometimes has the *f* sound (*laugh, enough*). At the beginning of words, *gh* usually has the *g* sound.

As You Read Read the strategy reminder aloud.

"The Arch" Read the poem aloud. Then do a paired reading with students.

After You Read

A. Have students read the poem aloud, individually or in pairs.

B. Read each question and discuss it. For question 2, you may want to list pros and cons that students mention. For question 3, remind students that emotional responses may vary.

▶ Extending the reading

1. Have students brainstorm additional images that could represent friendship (a bouquet of

flowers, a knot, two people sitting in a small boat). Have students describe, verbally or in writing, how the images connote friendship.

2. Have students make a collage of images that, to them, symbolize friendship, using magazine pictures or their own drawings. Display their completed collages.

Think About It: Understanding the Main Idea

1. Read the introduction. Review the concept of main idea, the most important idea of a piece.
2. Reread "The Arch." Then read each stanza, followed by the phrase that summarizes the type of support mentioned.
3. Explain that the main idea is not always stated; it is often implied and must be inferred. Let students read "The Arch" again. Then let them restate the main idea in their own words.

Practice: Read the directions. After students read "Friends" silently, let them read it aloud. Then let them answer the question and explain their reasoning. Be sure to point out the difference between a main idea and supporting details.

▶ **Extending the skill:** Working in small groups, students can reread one of the selections in Unit 3 and write a sentence that states the main idea.

Write About It: Write a Poem

A. Read the introduction and "Smiles." Then let the class read it aloud. Discuss similarities and differences between "Smiles" and "The Arch."

B. Ask students to think of something that is like something else and complete the sentence. Encourage them to find a comparison that could be used in a poem about friendship.

C. On separate paper, have students expand on their comparisons. Then have them write their own poems. When they have drafted and titled their poems, have volunteers read them aloud. Let students revise the poems if they wish. They can then make a final draft on separate paper for their working folders (see pages 11–12).

Word Work: Special Vowel Combinations (*au, aw, oi, oy, oo, ou*) Use PCM 18 to review the long and short vowel sounds. Tell students that in this lesson they will learn about other vowel sounds.

A. Read the directions aloud. Read the heading of the first column aloud. Have students read aloud the words they know in this column. Read any other words in this column and have students repeat. Have students read the whole list. Ask volunteers to use each word in a sentence. Repeat this process for each list.

B. Read the directions. Have students read the words in the box. Remind them that the underlined word in each sentence has the same special vowel sound as the words that complete the sentence. Do the first one with students as an example and have them finish the exercise.

C. Read the directions. Repeat the strategy described in part **A.** Be sure students can distinguish between the different *oo* and *ou* sounds.

D. Read the directions; let students work independently or in pairs. Review how to choose words to fill in the blanks. Have students read their completed sentences aloud.

E. Follow the process described in Lesson 1.

F. Read the directions. Model an example of a simple rhyme if students need help.

▶ **Extending the skill:** Have students build new words using letters and word families from PCMs 13 and 14.

▶ **More Practice:** *Voyager 1 Workbook* p. 34

Help students fill out copies of PCM 15.

Lesson 11 (pp. 96–103)

Learning Goals Discuss the learning goals.

Before You Read Read the introduction. Explain that students will use their experiences to better understand three poems about friendship.

1. Tally the number of students who marked each choice. Let them read their additional choices.
2. Have students complete the sentence; discuss their responses.

Key Words See Lesson 1 notes. If students ask about the silent *t* in *listens*, explain that we don't pronounce the *t* when it appears in the middle of certain words (*fasten, glisten, soften, whistle*).

As You Read Read the strategy reminder aloud.

"A Special Friend" Read the poem aloud, then do a paired reading. Discuss the picture. Ask, *"In what ways does this illustrate the poem?"*

After You Read Explain that *friend's* is a contraction for *friend is*. Give other examples of contractions with the form "noun *is*" and use them in a sentence (The car's in the shop.) so that students don't confuse them with the possessive use of an apostrophe plus *s* (the car's engine).

A. Have each student read the poem aloud independently. Point out that, like the poet who wrote "Winner" in Lesson 9, this poet did not use conventional capitalization or punctuation.

B. Read the questions aloud and discuss them. Record student responses.

▶ **Extending the reading:** Have small groups of students talk about their special friendships.

Think About It: Finding Details Read the introduction aloud. Remind students that details support or explain the main idea. Have students reread "A Special Friend." Discuss how the main idea sentence is a summary of the ideas in the poem.

A. Read the directions. Have students check the details found in the poem and explain why they checked each one.

B. Read the introductory text. Explain the diagram: the topic is in the center oval; details describing it are in the outer boxes. Have students read the text in the diagram.

Practice

A–B. Read the directions. Let students read the poem aloud. Discuss unknown words. Have students reread the poem aloud on their own.

C. Have students answer the questions independently. Discuss their answers.

Write About It: Complete a Diagram

A. Read the introduction. Read the poem aloud, then conduct a paired or echo reading.

B. Read the questions aloud. Have students write their answers. Discuss the different details that students listed for question 3.

C. Discuss the diagram; have students read the text.

D. Before students begin, encourage them to think of qualities that make their friend special to them. Have students complete the diagram.

▶ **Extending the skill**

1. Let students draft a poem using their completed diagrams (see pages 11–12, "Working with Adult New Writers," for more ideas).
2. Have students complete PCM 10 with the main idea and details of "Friends" in Lesson 10 (page 92).

Word Work: *R*-controlled Vowels (*are, err, ire, ore, ure*) Use PCM 18 to review the long and short vowel sounds. Tell students they will learn how the letter *r* can change the way vowels sound.

A. Read the directions aloud. Say the sound for *-are* in column 1. Have students read the words they know in this column aloud. Read the other words and have students repeat them. Have students read the whole list aloud. Ask volunteers to use each word in a sentence. Repeat this process for each list.

B–C. Read the directions. Let students complete the exercises independently.

D. **Crossword Puzzle** Review the word list before students begin the puzzle. Show them how to fill in the blanks by using the clues. Students can work in pairs to do the puzzle.

▶ **Extending the skill:** Have students build new words using letters and word families from PCMs 13 and 14.

▶ **More Practice:** *Voyager 1 Workbook* p. 36

Help students fill out copies of PCM 15.

Lesson 12 (pp. 104–111)

Learning Goals Discuss the learning goals.

Before You Read Read the introduction aloud, or ask volunteers to read it. Explain that students will be using the strategy of visualizing to help them picture and understand what they read.

1. Read this question and discuss the picture. Have students write their predictions.

2. Explain that a journal is a book in which a person records personal thoughts, feelings, and ideas. Ask if students keep journals or know someone who does. Read and discuss the questions. Point out that by keeping a journal, students can improve their reading skills (by rereading entries) and practice their writing skills.
3. Have students list and discuss their reasons.

Key Words See Lesson 1 notes.

As You Read Read the strategy reminder aloud.

"Sofia's Journal" Follow one of the reading strategies on page 10.

After You Read

A. Start the retelling by saying *"Sofia had a busy week."* Go around the room and have volunteers add a sentence to the retelling of Sofia's story. Record each sentence as students dictate it. Continue until the story is complete. As a class, evaluate students' comprehension by comparing the retold version to the original.

B. Discuss the questions.

▶ **Extending the reading:** Ask students to think about something they have done recently that they would like to remember a year from now. In small groups, have them discuss things they might write in a journal. Ask, *"What can you record in a journal that can't be captured by photographs?"*

Think About It: Making Predictions Read and discuss the introduction. Have students copy and discuss their original prediction for Sofia's journal.

Practice

A. Read the directions. In pairs, have students read the titles and predictions and discuss which is the most reasonable prediction.

B–C. Read the directions. Have students complete these exercises with a partner and share their responses with the whole class.

▶ **Extending the skill:** Choose several easy-to-read newspaper articles, such as those in *News for You,* published by New Readers Press. Give students the article headlines to read. If photos accompany any of the articles, supply those as well. In small groups, have students discuss the headlines and photos and predict what each article will be about. Then have them read the articles and compare their predictions with the actual content.

Write About It: Make a Journal Entry

A. Read and discuss the introduction. Have students read the journal entry silently. Then have students read the entry aloud.

Let students complete 1 and 2 individually. Then discuss them and compare answers as a group.

B. Read and discuss the introduction. Discuss different events that can bring about changes in a friendship, for better or for worse. Encourage students to list answers to the questions on separate paper. Have them brainstorm details and then draft a journal entry on the lines provided (see pages 11–12, "Working with Adult New Writers," for more ideas). If students prefer to write about an imaginary friendship, let them.

Word Work: More *R*-controlled Vowels (*ar, er, ear, our*) Remind students that the letter *r* can change the sounds of vowels it follows. Use PCM 18 to review the *r*-controlled vowel sounds students learned in Lesson 11 (*are, err, ire, ore, ure*).

A. Read the instructions. Say the three *-ar* words; have students repeat. Be sure they hear and say the different sounds. Have students read the sentences aloud. Read the exercise directions. Have a volunteer read the words in the box aloud. Let students work individually or in pairs to sort the words into the columns.

B–D. Repeat the process described in A for *er, ear,* and *our.* Read the directions for the exercises in these sections aloud; have students complete the exercises independently.

▶ **Extending the skill:** Have students build new words with their previously cut-apart letters and word families from PCMs 13 and 14.

▶ **More Practice:** *Voyager 1 Workbook* p. 38

Help students fill out copies of PCM 15.

Writing Skills Mini-Lesson: Adding *-ed* and *-ing* (p. 112)

This mini-lesson focuses on adding *-ed* and *-ing* endings to words. Explain that a word's use and tense can be changed by adding endings such as *-ed* and *-ing*. Provide examples. (*Warn* her/Tom is *warning* me/ I *warned* her yesterday.)

Read the introduction aloud.

1. Read rule 1 and the examples aloud. Write other examples on the board (*dreamed/dreaming, helped/helping*).
2. Read rule 2. Remind students that a silent *e* is an *e* at the end of a word that is not pronounced. Read the examples; write others on board (*liked/liking, saved/saving, shared/sharing*). Have volunteers provide other examples and write them on the board.
3. Read rule 3. If needed, remind students of the short vowel sounds. Read the examples. Write others on the board (*rub, sip, beg, spot, bat, pin*) and have students add *-ed* or *-ing*. Tell students that *w* and *x* are not doubled (*taxed, sewing*).

Practice: Read the directions. Have students complete these exercises independently. Ask them to explain why they used specific spellings. Have them name the specific rule they followed.

▶ **More Practice:** *Voyager 1 Workbook* p. 40

Unit 4 Review (pp. 113–114)

See Unit 1 Review notes. When students edit their writing, remind them to check that they added the *-ed* and *-ing* endings correctly.

▶ **More Practice:** *Voyager 1 Workbook* p. 42

▶ ***Final note:*** Review with students the copies of PCM 15 that they have placed in their working folders. Ask what additional help they think they need with material from the three lessons and the writing skills mini-lesson in Unit 4. Discuss possible ways of meeting their needs.

Skills Review (pp. 115–119)

When students have completed Unit 4, have them do the Skills Review. Encourage them to evaluate their own reading and writing progress by checking their answers against those given on page 119. They can use the Evaluation Chart on that page to identify any skill areas that need more work. Meet individually with students to go over their results. Have students complete the right side of the Student Interest Inventory on pages 6–7. Have them compare their answers to those they gave before beginning *Voyager 1* (see "Using the Skills Review" on page 42).

▶ **Alternative Final Assessment:** Follow the instructions on PCM 16: Tips for Preparing a Progress Portfolio to help students evaluate the material in their working folders and assemble progress portfolios for *Voyager 1*. Then use PCM 17: Portfolio Conference Questionnaire as you conduct one-on-one evaluation conferences with students.

Photocopy Masters

The following photocopy masters (PCMs) can be photocopied for classroom activities and homework. Here are brief suggestions for how to use them.

▶ PCMs for *Foundation Book*

▶ **PCM 1: Letter Formation Chart** Let students trace each letter, following the direction lines. Then have them practice forming the letters.

▶ **PCM 2: Student Progress Tracking Sheet** Use this PCM each time students finish a lesson. Have students write words they've learned. Have them dictate answers to the other sections and keep the sheets in their working folders.

▶ **PCMs 3–7: Units 1–5 Words** Have students cut apart the PCM 3 words. Demonstrate how to build a sentence with the words. (*The cab is full.*) You may want to group the words by part of speech to make sentence building easier. Point out that each sentence should start with a capitalized word. Continue to add to the word bank with PCMs 4, 5, 6, and 7.

▶ **PCM 8: Letters, Consonant Blends, and Word Families** Have students cut the letters and word families apart. Demonstrate how to use them to form words, starting with consonants and short-vowel word families (*s* + *un* = *sun*). Help students to create and read each new word aloud. Add the blends and longer word families as appropriate.

▶ PCMs for *Voyager 1*

▶ **PCM 9: Five W's Chart** Use with Lessons 5 and 8 to help students find or gather details.

▶ **PCM 10: Detail Diagram** Use with Lessons 5, 8, and 11 to help students identify details in what they read or to brainstorm details while prewriting.

▶ **PCM 11: Cause-and-Effect Chart** Use with Lessons 2 and 7 to help students identify cause and effect in what they read, or to help them organize a cause-and-effect narrative while prewriting.

▶ **PCM 12: Sequence Time Line** Use with Lessons 1 and 8 to help students identify the sequence of events in what they read or to help them organize a sequential narrative while prewriting.

▶ **PCMs 13–14: Word Work** Have students cut the letters and letter groups apart. Demonstrate how to form words, starting with a consonant and a short word family (*f* + *an* = *fan*). Help students create and read each new word aloud. Add blends and longer word families as appropriate.

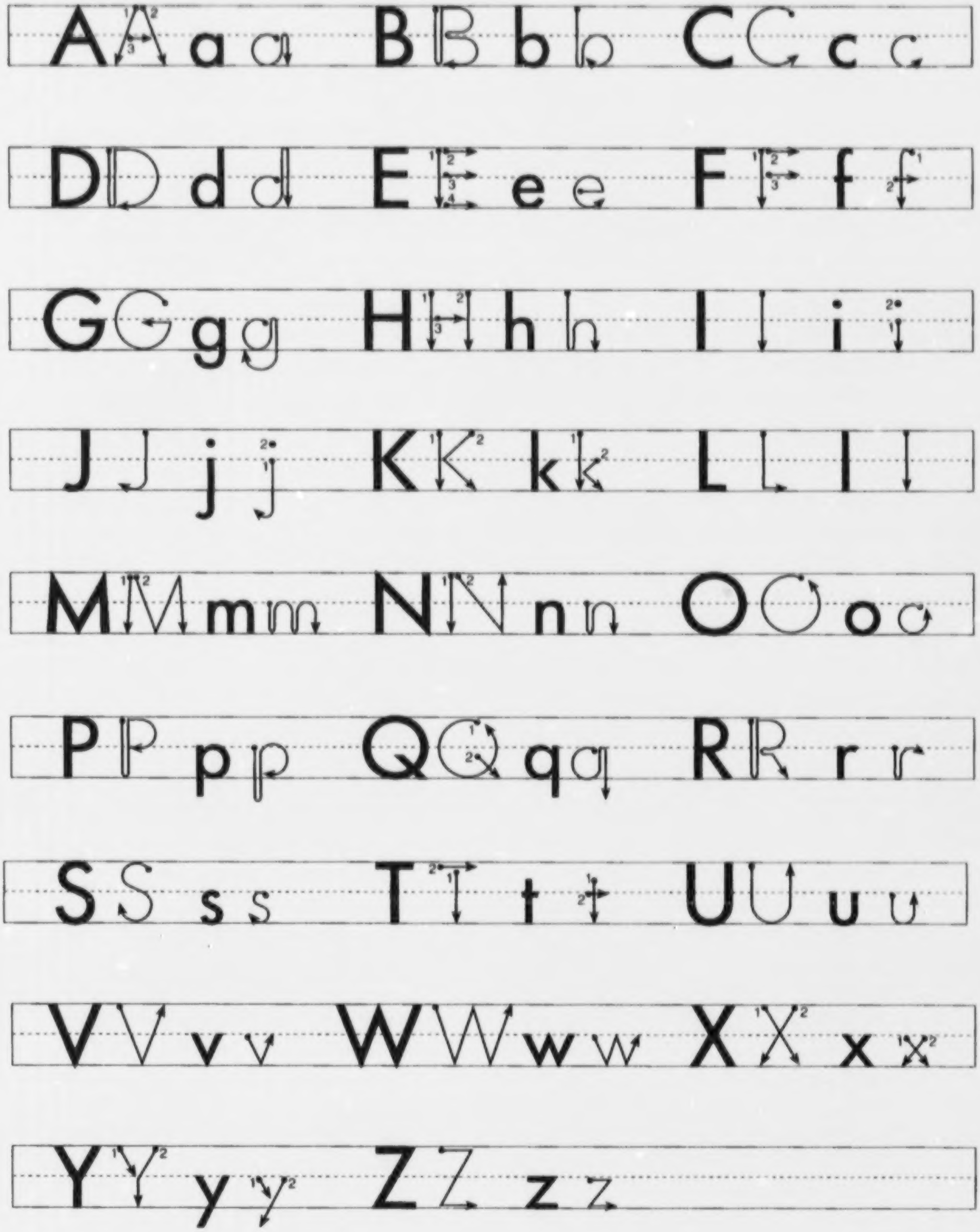
▶ **PCM 15: Student Progress Tracking Sheet** Have students complete this PCM each time they finish a lesson. You may need to write their dictated answers. Students should save these tracking sheets in their working folders.

▶ **PCM 16: Tips for Preparing a Progress Portfolio** Use this PCM to help students prepare their portfolios. Discuss each question and option with students. The process of preparing a portfolio may take quite a while. Show students PCM 17 before you schedule a conference.

▶ **PCM 17: Portfolio Conference Questionnaire** Schedule individual conferences. At each conference, discuss the questions on PCM 17. Write notes on the PCM. Put a copy of the completed PCM in the student's portfolio.

▶ **PCM 18: Phonics Elements in *Foundation Book* and *Voyager 1*** Use this as a reference tool. Students may highlight each phonics element as they learn it.

Letter Formation Chart


A A a a B B b b C C c c
D D d d E E e e F F f f
G G g g H H h h I I i i
J J j j K K k k L L l l
M M m m N N n n O O o o
P P p p Q Q q q R R r r
S S s s T T t t U U u u
V V v v W W w w X X x x
Y Y y y Z Z z z

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Student Progress Tracking Sheet

Name: ______________________________

Lesson: ______________________________

Date started: ______________ Date ended: ______________

New words I learned: ______________________________

____

____

____

____

What I liked best about the lesson: ______________________________

____

____

____

What I need more practice with: ______________________________

____

____

____

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Unit 1 Words

Cut these words apart. Make sentences with the words.

- A
- a
- An
- an
- and
- August
- bank
- book
- bookstore
- bus
- cab
- can
- closed
- coffee
- December
- desk
- dig
- Don
- door
- drink
- drinks
- eat
- eats
- fast
- fish
- food
- Frank
- french fries
- Friday
- friend
- friends
- full
- garage
- garden
- gate
- give
- gives
- grow
- grows
- Gus
- Hal
- half
- hand
- has
- have
- He
- his
- hold
- hose
- house
- in
- is
- jacket
- Jan
- July
- May
- new
- office
- old
- on
- open
- put
- puts
- shade
- subway
- Sunday
- The
- the
- them
- They
- to
- up
- vegetables
- wagon
- window

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Unit 2 Words

Cut these words apart. Make sentences with the words. Use words from Unit 1, too.

answer	easy	likes	pays	Stan
are	for	love	pipe	stop
at	get	man	plumber	their
be	gets	March	problem	truck
calls	go	Maria	quart	Tuesday
car	happy	Monday	question	Vicky
children	her	money	quiet	want
clean	into	morning	quiz	wants
clothes	It	movie	rainy	water
come	it	must	Ramon	Wednesday
day	key	Nancy	She	will
dinner	kids	neighbor	show	with
drip	labor	next	so	woman
drive	Laundromat	park	some	work
drives	laundry	pay	square	works

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Unit 3 Words

Cut these words apart. Make sentences with the words. Use words from Units 1 and 2, too.

All
all
am
birthday
box
cake
city
dear
exercise
exit
February
feel
feels
GED
good
hard
help
helps
I
job
June
large
November
October
of
order
orders
party
pencil
pizza
Sandy
school
September
sidewalk
sister
sisters
soda
start
starts
stove
study
suitcase
swim
swims
take
takes
telephone
television
tell
tells
Then
then
This
this
Tony
too
train
trip
valentine
vase
very
walk
walks
wash
Wayne
wet
woods
yawns
year
yell
yells
yield
You
you
zipper

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Unit 4 Words

Cut these words apart. Make sentences with the words. Use words from Units 1, 2, and 3, too.

apple
as
back
bed
bill
bit
block
but
cat
chips
club
cold
cook
cop
dip
Do
does
dog
down
fed
fill
flat
fog
grill
ham
hat
hill
hit
hug
jam
January
jobs
jug
just
kick
learning
less
lunch
makes
mess
mop
my
nap
not
now
Pat
pet
picks
plug
push
quick
quit
quite
red
rock
rub
run
sat
Saturday
sell
shed
sit
soon
sound
spell
stuck
sub
sun
thick
top
until
well
when
write
yet

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Unit 5 Words

Cut these words apart. Make sentences with the words. Use words from Units 1, 2, 3, and 4, too.

again
applies
April
better
bless
blot
break
Bring
brings
broom
brush
closet
clutter
crock
crop
crumb
diploma
drag
drop
family
Find
finds
flip
floor
flowers
fresh
glad
glass
gloom
graduation
grand
hold
keep
off
over
past
plan
plans
pot
press
program
programs
proud
rules
sauce
see
sees
shop
skates
ski
skid
slap
sleep
sleeps
slope
smell
smog
smoke
snap
snow
spaghetti
spill
steam
stick
stir
sweep
Thursday
Today
today
tree
tries
try
turn
twenty
twice

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Letters, Consonant Blends, and Word Families

Cut these letters and word families apart. Make words.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z	bl	br	cl	cr
dr	fl	fr	gl	gr	pl
pr	sl	sm	sp	st	sk
sn	tr	tw	am	at	ap
ab	ag	ass	and	ack	an
ed	ell	ess	et	esh	ick
ill	ip	it	im	in	ob
ock	og	op	oom	ub	uff
ug	un	um	uck	ump	ush

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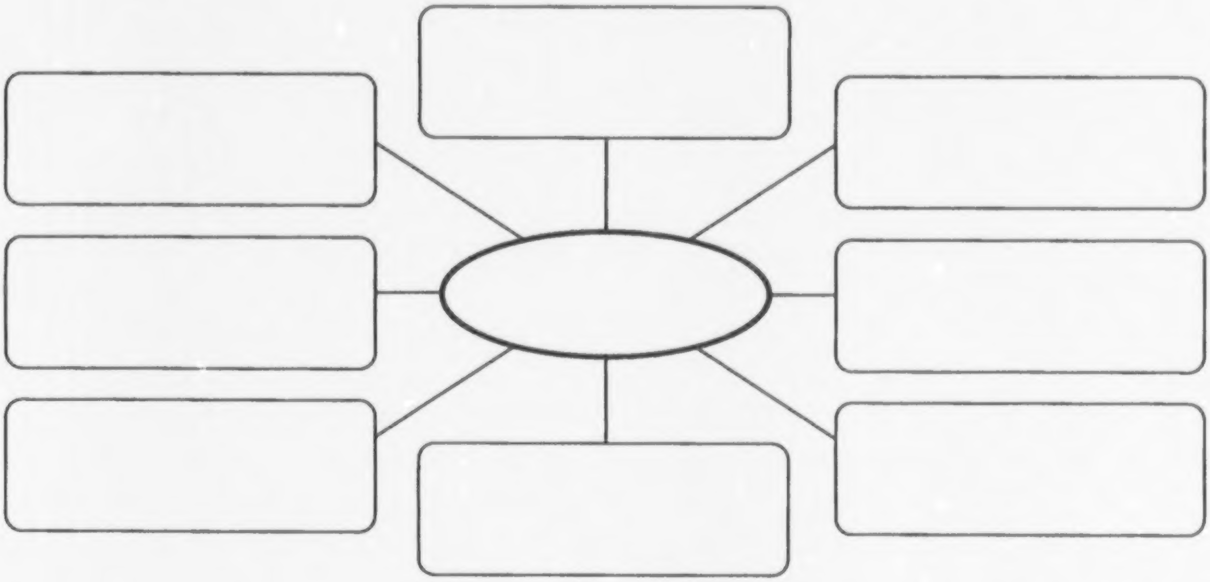
Five W's Chart

Who?	
What?	
Where?	
When?	
Why?	

▶ PCM 9

Detail Diagram



▶ PCM 10

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Cause-and-Effect Chart

Cause → Effect

Cause → Effect

PCM 11 ◀

Sequence Time Line

1.	2.	3.	4.
First you are born.	Second you are a child.	Then you are a teen.	Last you are an adult.

1.	2.	3.	4.
First	Second	Then	Last
____________	____________	____________	____________
____________	____________	____________	____________
____________	____________	____________	____________

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Word Work (Units 1 and 2)

Cut apart these letters and word families. Make words.

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	y	z
br	cl	gr	pl	st
ad	en	id	ot	un
an	ass	ing	op	ub
ft	ld	mp	nt	st
amp	est	old	ift	ump
ail	ain	ake	ace	ame
ice	ine	ite	ight	ind
each	ead	eat	eed	eak
oat	old	one	ore	use

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Word Work (Units 3 and 4)

Cut these digraphs, word families, and letter groups apart. Make words. Use letters and letter groups from PCM 13, too.

ch	sh	th	ph	wh
scr	spl	spr	str	thr
one	eat	in	en	ine
ain	int	ead	eam	ew
nch	nce	nge	rse	dge
ance	ench	inch	inge	edge
au	aw	oi	oy	oil
ook	ool	ound	are	err
ire	ore	ure	ar	er
ear	our	all	ask	ack
eet	ent	ess	ide	ill
ope	oss	ush	ust	unch

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Student Progress Tracking Sheet

Name: ______________________________

Lesson: ______________________________

Date started: ______________ Date ended: ______________

What I learned from the reading: ______________________________

____

____

____

What I learned from **Think About It**: ______________________________

____

____

____

What I learned from **Write About It**: ______________________________

____

____

____

What I liked about the lesson: ______________________________

____

What I need more practice with: ______________________________

____

____

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Tips for Preparing a Progress Portfolio

Your Progress Portfolio will show what you have learned in *Voyager 1*. Follow these tips as you prepare your portfolio.

1. Photocopy your completed Student Interest Inventory. Put it in your Progress Portfolio folder.

2. Look at all the material in your working folder. Pick out the items you would like to put in your Progress Portfolio. Be sure to include all of the Student Progress Tracking Sheets that you completed for *Voyager 1*.

3. Here is a list of the writings you have done in *Voyager 1*.

Lesson 1: a list
Lesson 2: a poem
Lesson 3: a poem
Unit 1 Review: your dream
Lesson 4: write about a reading
Lesson 5: interview and write
Lesson 6: a paragraph
Unit 2 Review: a hero
Lesson 7: a story
Lesson 8: a list
Lesson 9: a poem
Unit 3 Review: a thrilling moment
Lesson 10: a poem
Lesson 11: a detail diagram
Lesson 12: a journal entry
Unit 4 Review: a special friend

Pick the pieces you would like to put in your portfolio. Make sure your name, a title, and the date it was written are on each piece of writing. List the pieces of writing you picked on a separate paper. Put the list with the pieces of writing in your folder.

4. Think about the skills you have learned. List the skills pages you would like to put in your portfolio:

Think About It pages: ______________________________
Word Work pages: ______________________________
Writing Skills Mini-Lesson pages: ______________________________

Photocopy these pages. Make sure your name and a date are on each page. Make a separate list of these pages. Put the list with the pages in your folder.

5. If you would like, photocopy your Personal Dictionary and put it in your portfolio.

6. Look through the items in your Progress Portfolio. Read the questions on PCM 17. Think about answers to these questions as you prepare for your portfolio conference.

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Portfolio Conference Questionnaire

To the instructor: Use this questionnaire as you conduct portfolio conferences with students.

Student: ______________________________ Date: ________________

Instructor: ______________________________ Course: ________________

1. Which items did you choose for your portfolio?

2. Why did you choose these items?

3. What do they show that you have learned?

4. What things are you most proud of?

5. What would you like to do better?

6. What would you like to do more of?

7. What do you still need to do to reach your educational goals?

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Phonics Elements in *Foundation Book* and *Voyager 1*

Consonants

Consonant Letters that Represent One Sound

b	book	**l**	laundry	**s**	sister
d	door	**m**	man	**t**	train
f	food	**n**	Nancy	**v**	valentine
h	hill	**p**	pipe	**w**	water
j	jacket	**qu**	quiz	**x**	box
k	key	**r**	rain	**y**	yell
				z	zip

Consonant Letters that Represent More than One Sound

g	garden, giant	**c**	car, city

Common Consonant Blends

Common 2-Letter Initial Blends

bl	blot	**gl**	glad	**st**	stove
br	bring	**gr**	grand	**sk**	ski
cl	closet	**pl**	plan	**sn**	snow
cr	crop	**pr**	press	**tr**	trip
dr	drop	**sl**	slap	**tw**	twin
fl	flip	**sm**	smell		
fr	Frank	**sp**	spill		

Common 3-Letter Initial Blends

scr	scrap
spl	split
spr	sprain
str	strain
thr	three

Common 2-Letter Final Blends

ft	gift
ld	old
mp	lamp
nt	cent
st	best

Common 3-Letter Final Blends

nch	inch
nce	once
nge	change
rse	nurse
dge	edge

Consonant Digraphs

ch	chin	**th**	than
sh	ship	**ph**	phone
		wh	why

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Phonics Elements in *Foundation Book* and *Voyager 1*

Vowels

Vowel Letters and the Sounds They Represent

Vowel	Short Sound	Long Sound
a	cat	gave
e	pet	me
i	fish	ride
o	job	hope
u	bug	use, June
y		any, my

Common Vowel Combinations and the Sounds They Represent

Long Vowel Sounds		Other Vowel Sounds	
ai	paid	**au**	auto
ay	day	**aw**	saw
ee	need	**ea**	head
ea	each, great	**oi**	oil
igh	high	**oy**	boy
oe	toe	**oo**	book
oa	goat	**ou**	about
oo	too		
ou	you		
ue	argue, due		

Common *R*-controlled Vowels and the Sounds They Represent

are	dare	**ar**	arm, warm, marry
err	berry	**er**	very, hero, her
ire	hire	**ear**	hear, wear, heard
ore	more	**our**	our, four, journey
ure	cure		

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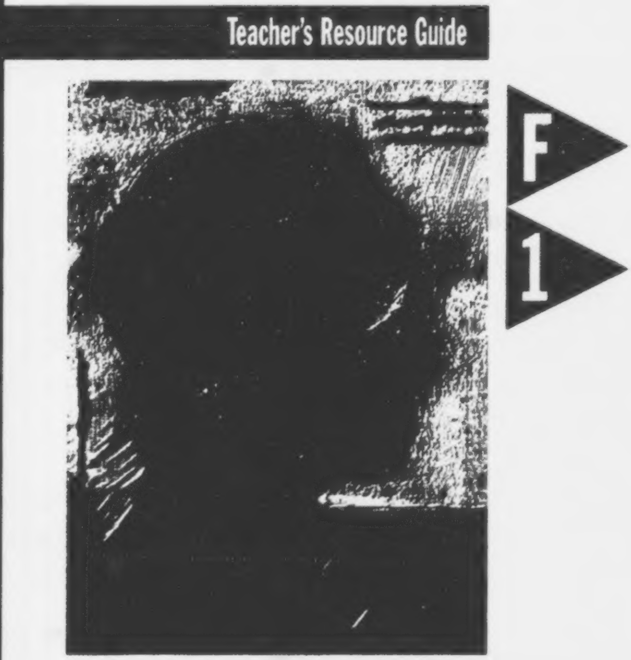
Voyager

Reading and Writing for Today's Adults

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.



Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

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Placement Tool

The easy-to-use placement tool helps place students in the appropriate *Voyager* student book.

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Reading and Writing for Today's Adults

Voyager

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Reading and Writing for Today's Adults

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Alphabet

Say each letter. Write it.

A	A	a	a
B		b	
C		c	
D		d	
E		e	
F		f	
G		g	
H		h	
I		i	
J		j	
K		k	
L		l	
M		m	

N n

O o

P p

Q q

R r

S s

T t

U u

V v

W w

X x

Y y

Z z

Skills Preview

A. Circle the letter that is the same.

1. B	[✓ B]	D	P	E
2. M	N	W	V	M
3. O	D	C	O	D
4. U	V	O	V	U
5. C	O	C	G	O
6. p	d	p	b	g
7. w	v	m	n	w
8. e	c	o	e	c
9. h	b	h	g	d
10. y	j	g	y	l

B. Circle the word that is the same.

1. bad	pad	dab	[✓ bad]	dad
2. tab	bat	tab	tad	tap
3. can	car	cat	can	con
4. dip	big	dip	drip	dig
5. eat	tea	ate	eat	oat
6. bank	back	bark	park	bank

C. Write the capital letter next to the small letter.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

c _____ a _____ b _____ d _____ p _____

h _____ j _____ e _____ g _____ k _____

l _____ n _____ m _____ i _____ f _____

o _____ q _____ t _____ s _____ z _____

r _____ x _____ w _____ v _____ y _____

D. Copy the sentences.

1. The book is on the desk.

____

2. Don's bank is open.

____

3. Hal closed Don's door.

____

4. The office is closed on Monday.

____

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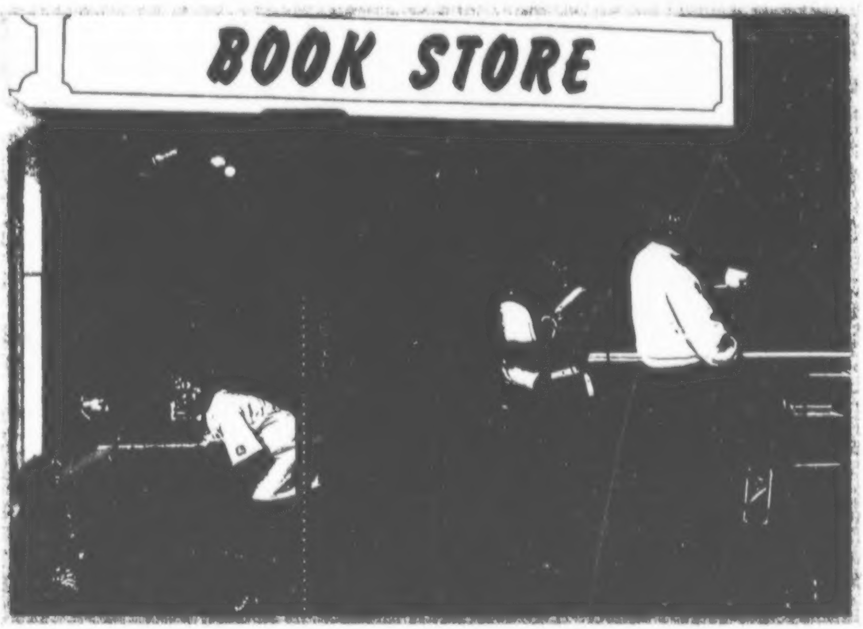
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 1

Bb



By the Bookstore

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **b** like **book.** You may use words from the picture.

C. Pick one word from your list. Make a sentence with the word.

D. Read your sentence out loud.

Notes for Unit 1: 1.A. Talk about the picture with students. Use words that contain the target letter frequently. **B.** Follow the letter/sound lesson strategy in the Teacher's Resource Guide (TRG). **C.** Write sentences that students dictate. Have students copy them. **D.** Let students volunteer to read aloud to you or to student partners.

a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know

bank

book

subway

cab

3. Key Words

closed is open Sunday the

4. Read and Write

Read the sentences. Write the word that fits.

Open and Closed

✓book
closed
is

The book is open.
The book is ________.
The book ________ closed.

bank
is
open
The

The ________ is closed.
The bookstore is ________.
The bank ________ closed Sunday.
________ bookstore is open Sunday.

5. In Your Own Words

Tell a story about the picture on page 8. Your teacher will write it for you.

Notes: 2. Ask students to read and talk about words that are pictured. **3.** Read each word; have students repeat. **4.** Help students read each sentence and fill in the appropriate words. **5.** Conduct a Language Experience Approach (LEA) activity. See the TRG for guidance. Have students keep their copy.

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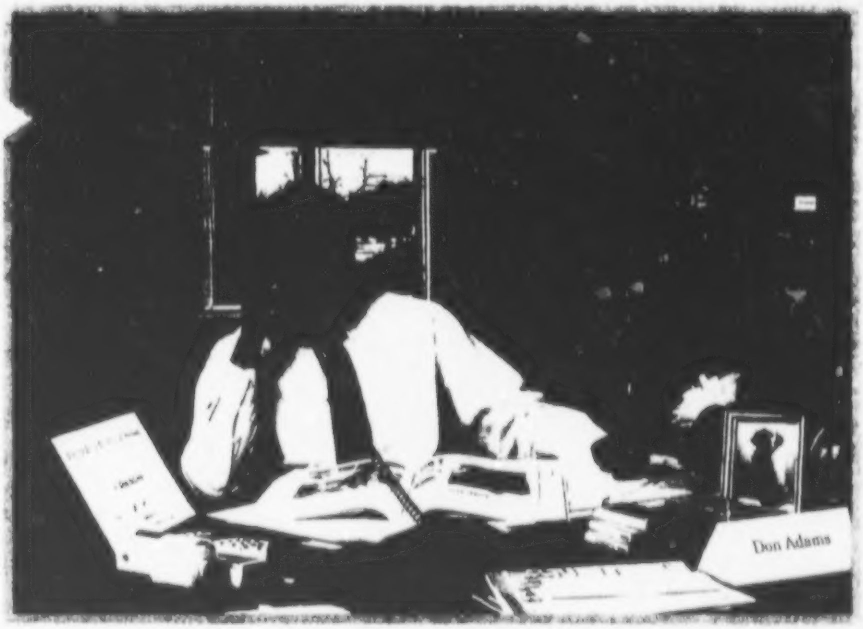
Lesson 2

Dd



Don's Office

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **d** like **door.** You may use words from the picture.

______________ ______________ ______________

______________ ______________ ______________

C. Pick two words from your list. Make a sentence with each word.

1. ____

____

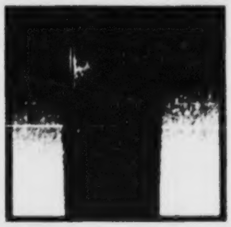
2. ____

____

D. Read your sentences out loud.

2. Words to Know

desk



door

window

shade

3. Key Words

a an full has in office

4. Read and Write

Read the sentences. Write the word that fits.

Don's Office

full
has
desk

Don's door is closed.

Don has a ______________.

The desk is ______________.

The desk ______________ an open book.

a
office
window

Don's ______________ has a window.

The window has ______________ shade.

The ______________ is closed in December.

5. In Your Own Words

Tell a story about the picture on page 10. Your teacher will write it for you.

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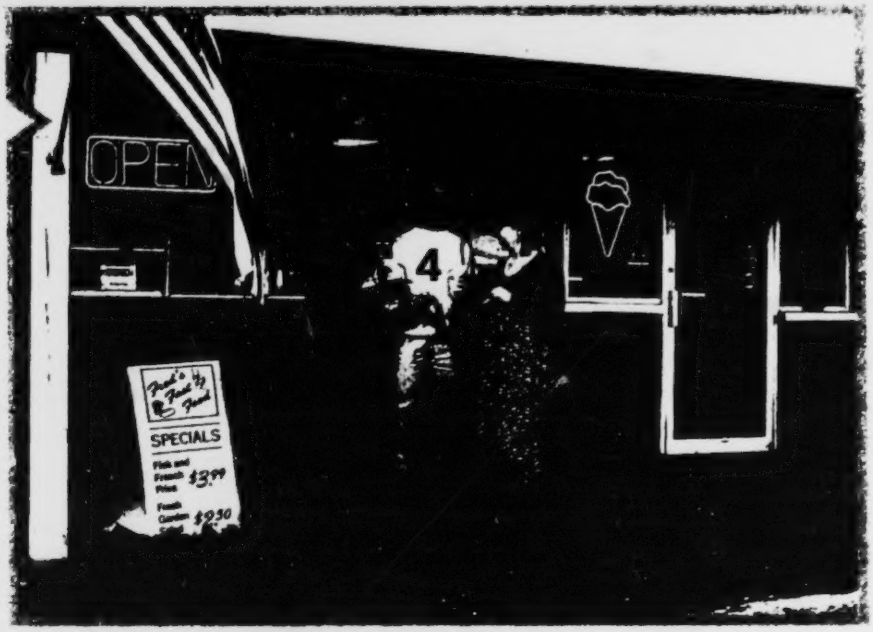
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 3

Ff



Frank and His Friends

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **f** like **food.** You may use words from the picture.

______________ ______________ ______________

______________ ______________ ______________

C. Pick two words from your list. Make a sentence with each word.

1. ____

____

2. ____

____

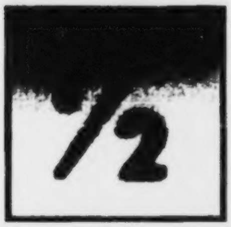
D. Read your sentences out loud.

2. Words to Know

fish

friends

coffee


half

3. Key Words

and drink eat Friday his on

4. Read and Write

Read the sentences. Write the word that fits.

Frank and His Friends

Frank and his friends eat fast food on Friday.

coffee
fish
friends

Frank and his friends eat ______________ on Friday.

Frank and his ______________ eat french fries.

Frank and his friends drink ______________.

and
food
full

Frank eats half his fish ______________ french fries.

Frank is ______________.

His friends eat his ______________.

5. In Your Own Words

Tell a story about the picture on page 12. Your teacher will write it for you.

Lesson 4

Hh

Hal and His Cab

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **h** like **hill.** You may use words from the picture.

__________ __________ __________

__________ __________ __________

C. Pick two words from your list. Make a sentence with each word.

1. ______________________________

____

2. ______________________________

____

D. Read your sentences out loud.

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a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know

hand

hood

hose

house

3. Key Words

he hole new old puts

4. Read and Write

Read the sentences. Write the word that fits.

Hal and His Cab

hole
hood
old

Hal has an old cab.

Hal has the _____________ open.

The hose is _____________.

The hose has a _____________.

Hal
hand
puts

Hal has a new hose in his _____________.

He _____________ the new hose in the cab.

_____________ closes the hood.

5. In Your Own Words

Tell a story about the picture on page 14. Your teacher will write it for you.

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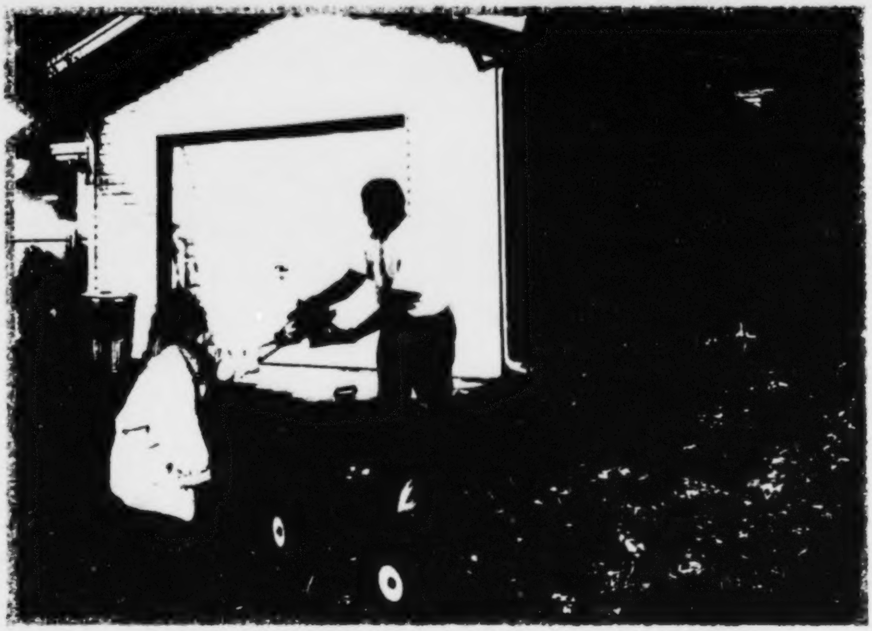
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 5

Gg and Jj



The Garden

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Say words with the letter **g** like **garden,** the letter **g** like **giant,** or the letter **j** like **jacket.** Talk about the sounds that **g** and **j** make in these words.

C. Write words that have these letters.

g like **garden**	**g** like **giant**	**j** like **jacket**

Notes: 1.A. Talk about the picture as before. **B.** Explain that *g* has two common sounds (garden, giant) and that one of these (giant) is the same sound as *j*. **C.** Follow letter/sound lesson format.

2. G like Garden In many words, **g** sounds like the **g** in **garden.** Read the words you wrote on page 16 that have this sound.

A. Choose two words from your list. Make a sentence using each word.

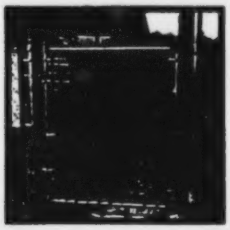
1. ______________________________

2. ______________________________

B. Read your sentences out loud.

3. Words to Know

garden


gate

wagon

dig

4. Key Words

grow have May they up

5. Read and Write Read the sentences. Write the word that fits.

dig
grow
They

The Garden

Jan and Gus have a garden.

They ______________ up the garden in May.

They ______________ food in the garden.

______________ grow food for their friends.

6. **G like Giant** In some words, **g** sounds like the **g** in **giant.** Read the words you wrote on page 16 that have this sound.

   A. Choose two words from your list. Make a sentence using each word.

   1. ______________________________

   2. ______________________________

   B. Read your sentences out loud.

7. **J like Jacket** In most words, **j** sounds like the **j** in **jacket.** Read the words you wrote on page 16 that have this sound.

   A. Choose two words from your list. Make a sentence using each word.

   1. ______________________________

   2. ______________________________

   B. Read your sentences out loud.

8. **In Your Own Words** Tell a story about the picture on page 16. Your teacher will write it for you.

____

____

____

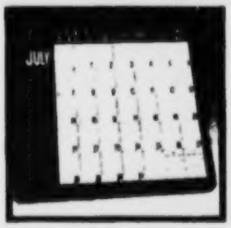
____

____

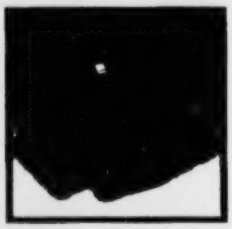
____

9. Words to Know

garage



July


jacket

vegetables

10. Key Words

August can give them to

11. Read and Write

Read the story. Write the word that fits.

Vegetables

garden
put
wagon

Jan and Gus grow vegetables in the garden.

They ______________ the vegetables in a wagon.

They put the ______________ in the garage.

They close the ______________ gate.

can
give
vegetables

Jan and Gus ______________ eat the vegetables.

They ______________ them to friends in July and August.

They give ______________ to Frank and Hal.

12. In Your Own Words

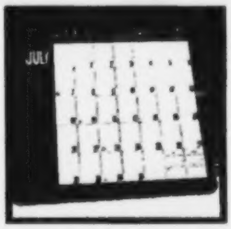
Describe what you would do if a friend gave you some vegetables. Your teacher will write it for you.

▶ Unit 1 Review **Bb, Dd, Ff, Hh, Gg, and Jj**

1. **Words to Review** Fill in the missing letter of each word. Then read the words out loud.

b d f h g j

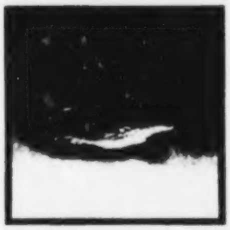
____ oor



____ uly

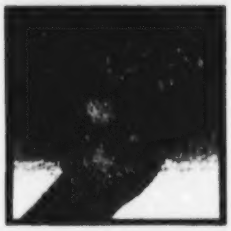
____ arden

____ esk



____ ish

____ ate



____ and

win ____ ow

____ ook

co ____ ____ ee

di ____

hal ____

Notes: 1. Have students read the six consonants. Help them write the correct consonant in the first few words. Let them complete the exercise as independently as possible.

2. Sentence Pairs Finish the sentence pairs with the word that fits. Read the sentences out loud.

coffee
December
hose
vegetables

A. Don's office has a window.

The window is closed in ______________.

B. Frank and his friends eat food.

They drink ______________.

C. Jan and Gus have a garden.

They grow ______________ in the garden.

D. Hal has an old hose in his cab.

He puts in a new ______________.

3. How Do You Know? Check the sentence that tells how you know.

A. How do you know Don is in his office?

______ (1) His window is closed.
______ (2) His door is open.

B. How do you know Frank eats french fries?

______ (1) He has french fries in his hand.
______ (2) His friends eat french fries.

C. How do you know Jan and Gus have a garden?

______ (1) They grow vegetables.
______ (2) They eat vegetables.

D. How do you know Hal has an old hose in his cab?

______ (1) He puts the cab in the garage.
______ (2) The hose has a hole.

Notes: 2. Have students read the sentences as independently as possible and choose the word to finish each sentence. Have them read completed sentences aloud, either individually or as a group. **3.** Help students read the "How Do You Know?" questions; let them choose the more logical answer.

4. What's the Order?

A. Number the sentences in order. The first one is started for you.

1. __1__ Hal has an old hose in his cab.
_____ Hal puts in a new hose.
_____ Hal opens the hood.

2. _____ Jan and Gus dig up the vegetables.
_____ Vegetables grow in the garden.
_____ Jan and Gus give vegetables to friends.

B. Read the sentences in order out loud.

5. Writing Sentences

Make a sentence. Use all the words. Then read your sentences to someone.

door bank open

A. The door to the bank is open.

eat fish July

B. ____________________________________

close door cab

C. ____________________________________

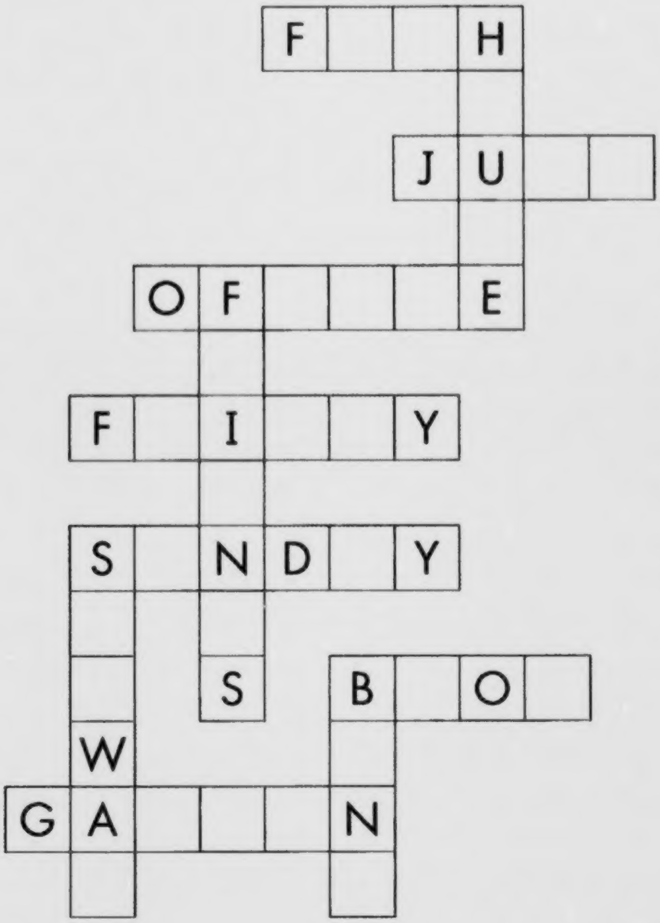
give book friend

D. ____________________________________

Notes: 4. Discuss the meaning of sequence. Help students put the first group in sequence. Have them do the second group on their own. **5.** Point out that the example is a sentence using all of the given words. Have students dictate sentences for B–D. Let them copy their sentences and read them aloud.

6. Puzzle Read the words out loud. Write words where they fit. Use all the words. Some letters are there to help you.

BANK
BOOK
FISH
FRIDAY
FRIENDS
GARDEN
HOUSE
JULY
OFFICE
SUBWAY
SUNDAY


F H
J U
O F E
F I Y
S N D Y
S B O
W
G A N

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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 6

Cc and Kk

Co.
SAFES KEYS
VICKY

Vicky's Truck

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Say words with the letter **c** like **car** or **k** like **key.** Do you hear the same sound? **C** and **K** often make the same sound. Sometimes the sound is spelled **c,** sometimes **k,** sometimes **ck.** Write words that have these letters.

c like **car**	k like **key**	**ck** like **truck**
________________	________________	________________
________________	________________	________________

Some words with **c** do not sound like **car.** We will talk about these words in Lesson 13.

C. Pick two words from your list. On another sheet of paper, make a sentence using each word. Read your sentences out loud.

Notes for Unit 2: 1.A. Talk about the picture as you did in Unit 1. **B.** Follow the letter/sound lesson strategy in the TRG. Let students read their words aloud. **C.** Write the sentences that students dictate; let them copy and read them aloud.

a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know

car

key

truck

park

3. Key Words

drives her kids she work

4. Read and Write

A. Read the story to learn about Vicky and her truck. Write the word that fits.

her
park
truck
work

Vicky's Truck

Vicky has a new truck.

She drives her truck to ______________.

She drives the ______________ to her house.

She can put the truck in ______________ garage.

She can drive the kids to the ______________.

B. What does Vicky do with her truck? Talk about it with someone.

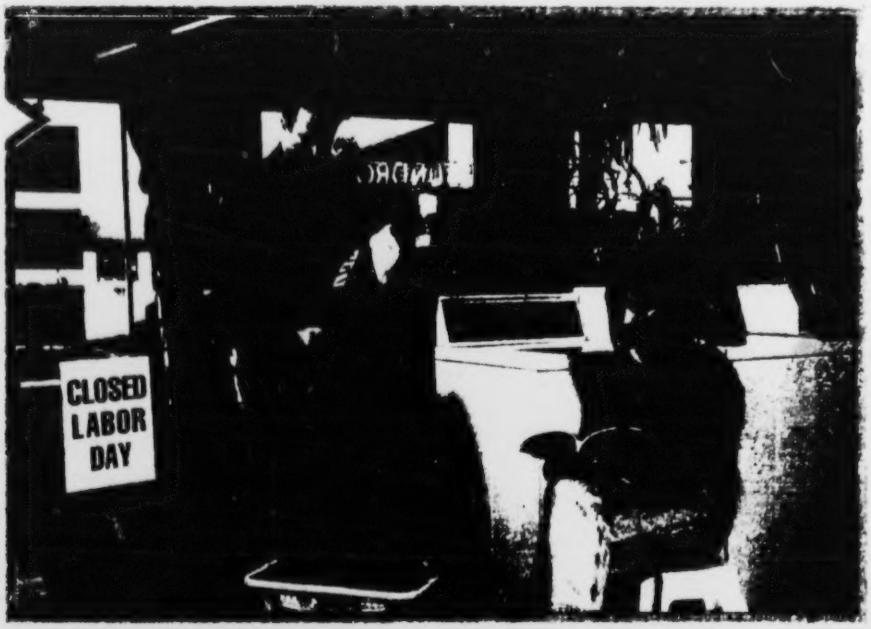
5. In Your Own Words Would you rather drive a car or a truck? Tell about it. Your teacher will write it for you.

Notes: Do as you did in Unit 1.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 7

Ll



At the Laundromat

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **l** like **laundry**.

C. Pick two words from your list. Make a sentence using each word.

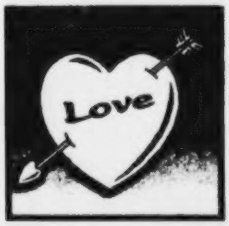
1.

2.

D. Read your sentences out loud.

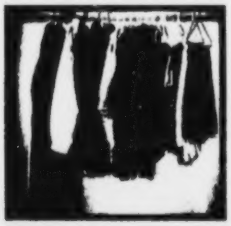
a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know



love

laundry



clothes

children

3. Key Words

at be clean Tuesday will

4. Read and Write

A. Read to find out what Hal is doing. Write the word that fits.

clean
laundry
Tuesday
will

At the Laundromat

The Laundromat will be closed Labor Day.

On ______________, the Laundromat is open.

Hal has his ______________ at the Laundromat.

His clothes will be ______________.

His children's clothes ______________ be clean.

B. Do you do your laundry in a Laundromat? Talk about it with someone.

5. In Your Own Words Tell about a chore you do for yourself or your family. Your teacher will write it for you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 8

Mm

At the Movies
MONSTER MAN
Restrooms→
Refreshments→

Ramon and Maria

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **m** like **man.**

C. Pick two words from your list. Make a sentence using each word.

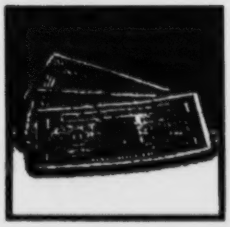
1. ______________________________

2. ______________________________

D. Read your sentences out loud.

2. Words to Know

man



money

woman

arm

3. Key Words

for go into movie pay some want

4. Read and Write

A. Read to find out what Ramon and Maria are doing. Write the word that fits.

money
movie
pay
woman

Ramon and Maria

Ramon and Maria want to go to a movie.

They get some ____________ at the bank.

They ____________ a man to go into the movie.

They pay a ____________ for some food.

They love the ____________ and the food.

B. What do Ramon and Maria do first? What do they do next? Talk about it with someone.

5. In Your Own Words Tell about a movie you have enjoyed lately. Your teacher will write it for you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 9

Nn

19
NO SMOKING
Noodles

Stan's New Neighbor

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **n** like **Nancy.**

C. Pick two words from your list. Make a sentence using each word.

1. ______________________________

2. ______________________________

D. Read your sentences out loud.

a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know

neighbor

nail

dinner

newspaper

3. Key Words

are gets next Wednesday with

4. Read and Write

A. Read the story to learn about Stan's new neighbor. Write the word that fits.

dinner
gets
next
with

Stan's New Neighbor

Nancy and Stan are new neighbors.

Nancy is Stan's ______________ door neighbor.

Stan wants to have ______________ with Nancy.

He ______________ food on Wednesday.

Nancy has dinner ______________ Stan.

B. What does Stan want? What does Nancy do? Talk about it with someone.

5. In Your Own Words Tell about a neighbor who is also your friend. Your teacher will write it for you.

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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 10

Pp

Pete's Plumbing

Pat's Problem

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **p** like **pipe.**

____________ ____________ ____________

____________ ____________ ____________

____________ ____________ ____________

C. Pick two words from your list. Make a sentence using each word.

1. ____

____

2. ____

____

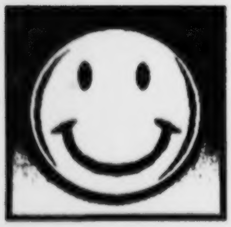
D. Read your sentences out loud.

a b c d e f g h i j k l m n o p q r s t u v w x y z

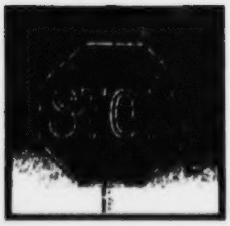
2. Words to Know

pipe

plumber



happy



stop

3. Key Words

calls drips Monday problem so

4. Read and Write

A. Read the story to see what Pat does about her plumbing problem. Write the word that fits.

calls
drips
happy
pipe

Pat's Problem

Pat has a problem with a pipe.
She has a pipe that ______________.
On Monday, Pat ______________ a plumber.
The plumber puts in a new ______________.
The drip stops, so Pat is ______________.

B. What would you do if you had a plumbing problem? Talk about it with someone.

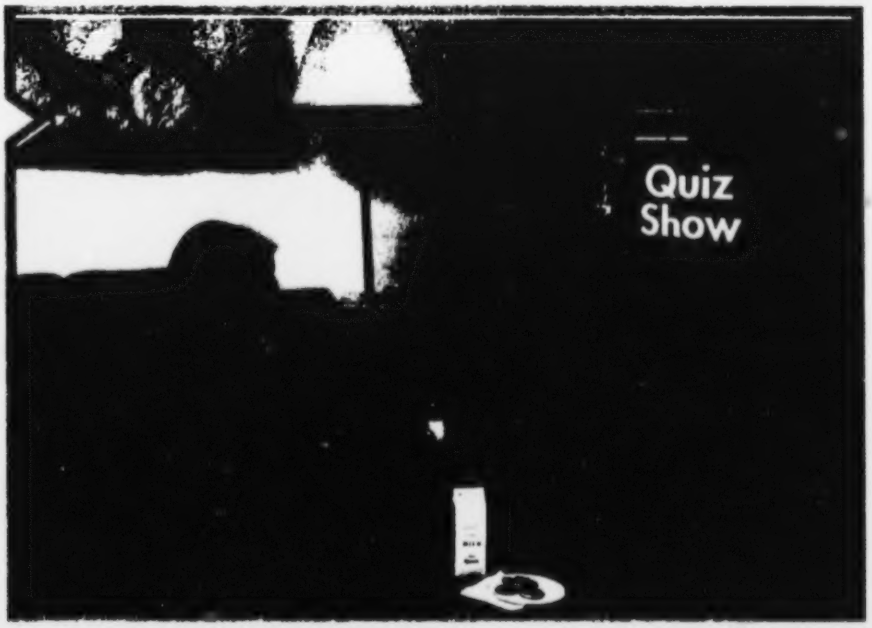
5. In Your Own Words

Tell about something you have had to fix at home. Your teacher will write it for you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 11

Qq



Quinn and the Quiz Show

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. The letter **q** is almost always followed by the letter **u.** Write words with the letters **qu** like **quiz.**

____________ ____________ ____________

____________ ____________ ____________

C. Pick two words from your list. Make a sentence using each word.

1. ______________________________________

____

2. ______________________________________

____

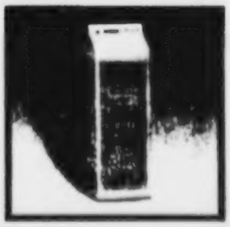
D. Read your sentences out loud.

a b c d e f g h i j k l m n o p **q r s t u v w x y z**

2. Words to Know

quarter

quiet


quart

square

3. Key Words

answer easy likes questions show

4. Read and Write

A. Read the story to learn what Quinn likes on TV. Write the word that fits.

answer
easy
likes
quiz

Quinn and the Quiz Show

Quinn likes the new quiz show.

She ______________ to answer the questions.

Some questions are ______________ for Quinn.

Quinn loves to ______________ the easy questions.

Quinn is happy with her new ______________ show.

B. What does Quinn like about the quiz show? Talk about it with someone.

5. In Your Own Words Tell about something you like to do. Your teacher will write it for you.

Lesson 12

Rr

Orange Juice
Orange Juice

Rainy Morning

1. Talk, Write, and Read

A. Talk about what you see in this picture.

B. Write words with the letter **r** like **rain.**

C. Pick two words from your list. Make a sentence using each word.

1.

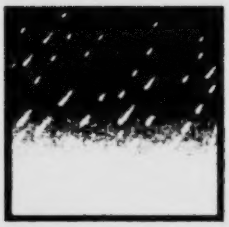
2.

D. Read your sentences out loud.

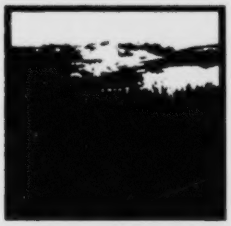
a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know

radio



rainy



morning

water

3. Key Words

comes it March must their

4. Read and Write

A. Read the story to learn about Ramon and Maria's morning. Write the word that fits.

Rainy Morning

comes
must
their
water

It is a rainy morning in March.

Ramon and Maria _____________ go to work.

They get up and put on _____________ clothes.

Water _____________ in the open window.

Ramon cleans up the _____________ and they drive to work.

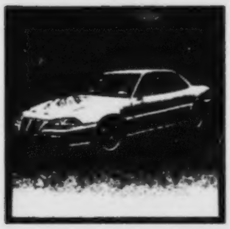
B. What do Ramon and Maria do in the morning? What does he do next? Talk about it with someone.

5. In Your Own Words Tell about a time that rain spoiled your plans. Your teacher will write it for you.

▶ Unit 2 Review **Cc and Kk, Ll, Mm, Nn, Pp, Qq, Rr**

1. **Words to Review** Fill in the missing letter of each word. Then read the words out loud.

c k l m n p q r



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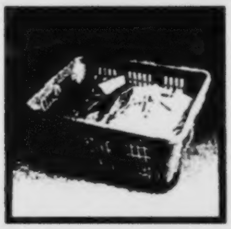
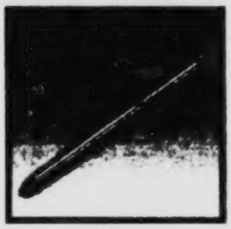


____ aundry



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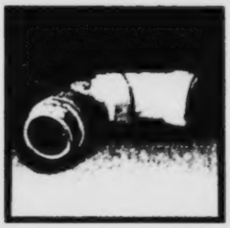

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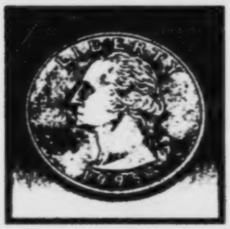

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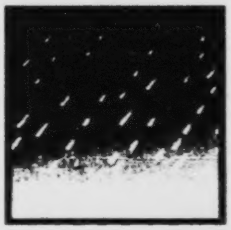
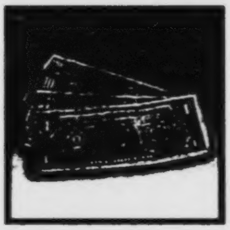
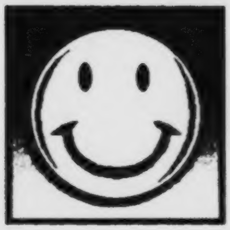


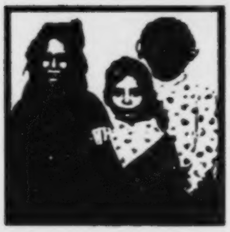
____ ainy



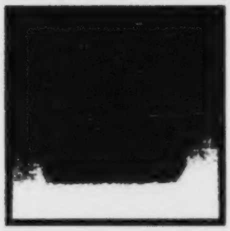
____ oney



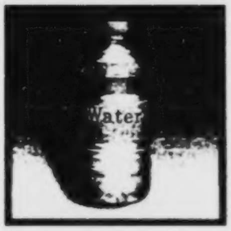
ha ____ ____ y



chi ____ dren



s ____ uare



wate ____

ma ____

Notes: 1. Have students read the eight consonants. Help them write the correct consonant in the first word. Let them complete the exercise as independently as possible.

2. Sentence Pairs Finish these sentence pairs with the word that fits. Read the sentences out loud.

clothes
neighbors
questions

A. Hal has some laundry.
He will clean his ______________.

B. Stan is next door to Nancy.
They are friends and ______________.

C. Quinn likes quiz shows.
She likes to answer easy ______________.

3. What Do You Think? Check **YES** if you think these are good ideas. Check **NO** if they are not good ideas. Talk about the ideas with someone.

YES **NO**

A. Ramon and Maria must clean the garage.
____ ____ They go to a movie.

B. Pat has a drip in a pipe.
____ ____ She calls a plumber.

C. Ramon must go to work.
____ ____ He puts on his work clothes.

D. Vicky drives her truck to work.
____ ____ She has the hood open.

Notes: 2. Have students read the sentences as independently as possible and choose the word to finish each sentence. Have them read completed sentences aloud. **3.** Help students read the sentences.

4. What's the Order?

A. Number the sentences in order. The first one is started for you.

1. __1__ Stan wants to have dinner with Nancy.
_____ They have dinner with Hal and Quinn.
_____ Stan calls Nancy.

2. _____ Ramon and Maria drive to a movie.
_____ They love the movie.
_____ They pay money for the movie.

B. Read the sentences in order out loud.

5. Writing Sentences

Make a sentence. Use all the words. Then read your sentences to someone.

must key truck

A. ____

children will love

B. ____

movie is quiet

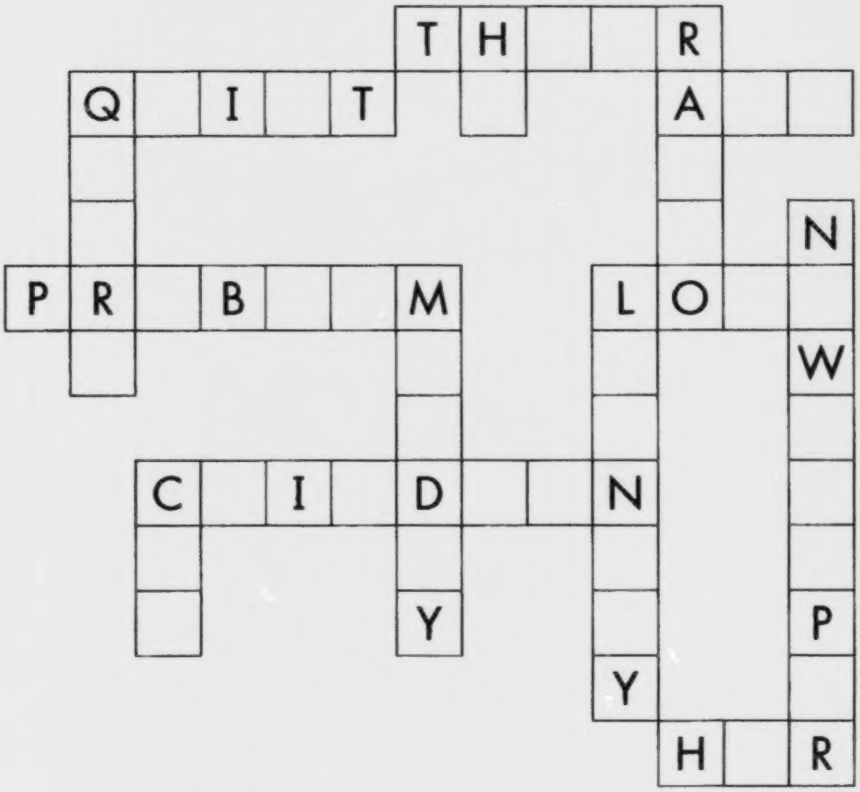
C. ____

happy to go

D. ____

6. **Puzzle** Read the words out loud. Write words where they fit. Use all the words. Some letters are there to help you.

ARM
CAR
CHILDREN
HE
HER
LAUNDRY
LOVE
MONDAY
NEWSPAPER
PROBLEM
QUART
QUIET
RADIO
THEIR


T H R
Q I T A
N
P R B M L O
W
C I D N
Y P
Y
H R

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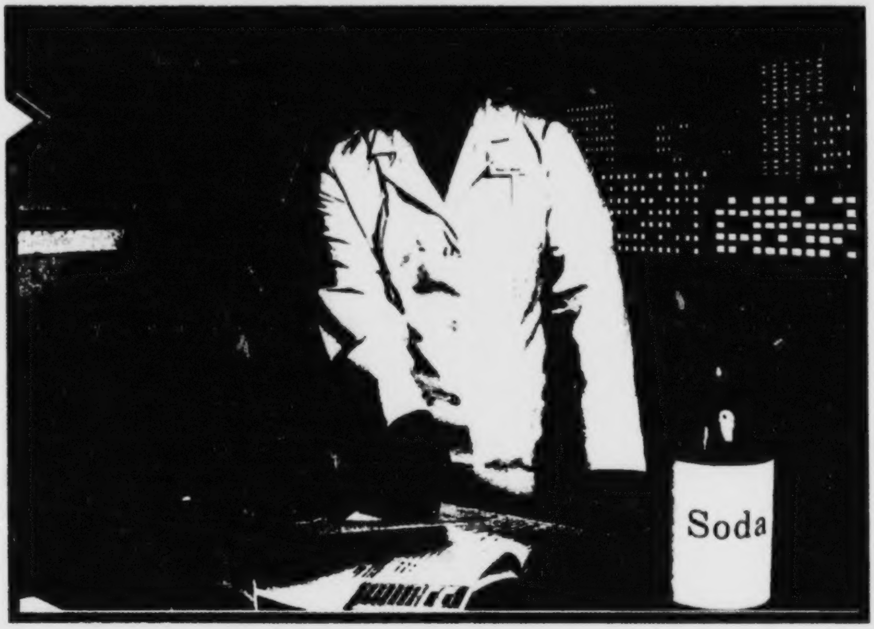
Lesson 13

Cc and Ss



Nancy Helps Sandy

1. Talk and Write

A. Talk about what you see in this picture.

B. Say words that have the letter **c** like **city** or the letter **s** like **sister.** Do you hear the same sound? **C** and **S** often make the same sound. Sometimes the sound is spelled **c;** sometimes it is spelled **s.**

C. Write words with these letters.

c like **city**	s like **sister**
____________________	____________________
____________________	____________________
____________________	____________________

Remember, some words with **c** sound like **car.** We talked about these words in Lesson 6.

Notes for Unit 3: 1.A. Talk about the picture as you did in Unit 1. **B.** Explain that *c* and *s* sometimes have the same sound. **C.** Follow the letter/sound lesson strategy in the TRG.

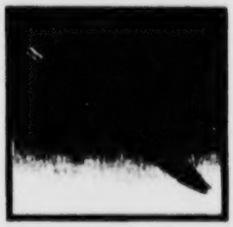
a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know

city

soda

sisters



pencil

3. Key Words

hard help job June school study

4. Read and Write

A. Read the story to find why Sandy is studying. Finish the story.

Nancy Helps Sandy

Sandy is in school in the city.
She wants her GED.
She wants a new job in June.
She works hard for her GED.

Nancy and Sandy are sisters.
Nancy helps her sister study.
She helps Sandy work hard problems.
With Nancy's help, Sandy ______________.

B. Why is Nancy helping Sandy study? Talk about it with someone.

5. In Your Own Words Tell about someone who helps you study. Your teacher will write it.

Notes: 2. Ask students to read and talk about pictured words. **3.** Read each word; let students repeat. **4.** Discuss the purpose for reading the story. Ask students to read the story and finish the last sentence. Discuss question B. **5.** Conduct an LEA activity as before.

Lesson 14

Tt

Tickets
To Trains
Telephones

1. Talk, Read, and Write

A. Talk about what you see in this picture. Read the story. Talk about the story.

Tony's Trip

In September, Tony takes a trip on the train.
He has his clothes in a suitcase.
He takes the train to the city.
Tony wants to work in the city.

B. Write words with the letter **t** like **Tony.**

________________ ________________ ________________

________________ ________________ ________________

________________ ________________ ________________

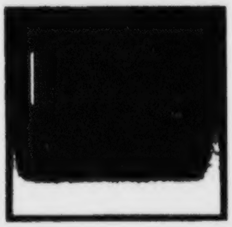
Notes: 1.A. Talk about the picture. Read the story aloud. Do a paired reading with students. Let students read aloud. **B.** Let students read their words aloud. They may dictate sentences with the words. Take dictation and let them copy.

2. Words to Know

telephone

train

suitcase



exit

3. Key Words

September takes tells too trip

4. Read and Write

A. Read the story to find out what Tony does in the city. Finish the story.

In the City

Tony gets a new job in the city.
He likes his new job.
He loves the city, too.
Tony calls his friend Vicky on the telephone.

He tells Vicky he likes the city.
He tells her he likes his job.
He tells Vicky ______________________________.

B. How does Tony feel about his new life in the city? Talk about it with someone.

5. In Your Own Words Tell about a trip you would like to take. Your teacher will write it.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 15

Vv

1. Talk, Read, and Write

A. Talk about what you see in this picture. Read the story. Talk about the story.

Valentine's Day

Tony is with Vicky on Valentine's Day, February 14.
He helps Vicky with dinner.
Vicky gives Tony a valentine.
Their dinner is very good.

B. Write words with the letter **v** like **valentine.**

________________ ________________ ________________

________________ ________________ ________________

________________ ________________ ________________

a b c d e f g h i j k l m n o p q r s t u v w x y z

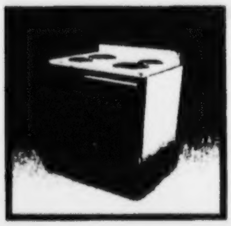
2. Words to Know

vase

HAPPY VALENTINE'S DAY

valentine

television



stove

3. Key Words

am dear February good I very you

4. Read and Write

A. Are Vicky and Tony good friends? Read the valentine Vicky gave Tony. Finish the sentences.

Dear Tony,
Some friends are old,
Some friends are new.
I am happy to have
A good friend ______________________.

Some friends are new,
Some friends are old.
A dear friend like you
Is ______________________________.

B. Do you think Vicky and Tony are good friends? Talk about it with someone.

5. In Your Own Words Tell about a good friend you have. Your teacher will write it.

Lesson 16

Ww

W
No Swimming

1. Talk, Read, and Write

A. Talk about what you see in this picture. Read the story. Talk about the story.

A Walk in the Woods

Wayne and Yo-Yo go for a walk.
They walk in the woods in October.
Yo-Yo wants to swim in the water.
Yo-Yo gets very wet.

B. Write words with the letter **w** like **water.**

______ ______ ______

______ ______ ______

______ ______ ______

2. Words to Know

walk

woods

sidewalk

swim

3. Key Words

October starts then wash wet

4. Read and Write

A. What happens next with Wayne and Yo-Yo? Read to see what happens. Finish the story.

Wayne and Yo-Yo

Wayne wants to wash Yo-Yo.
He takes the hose.
He starts to wash Yo-Yo.
Then Yo-Yo starts to ____________________.

Wayne gets Yo-Yo very clean.
Then he gives Yo-Yo dinner.
For dinner, Yo-Yo gets ____________________.

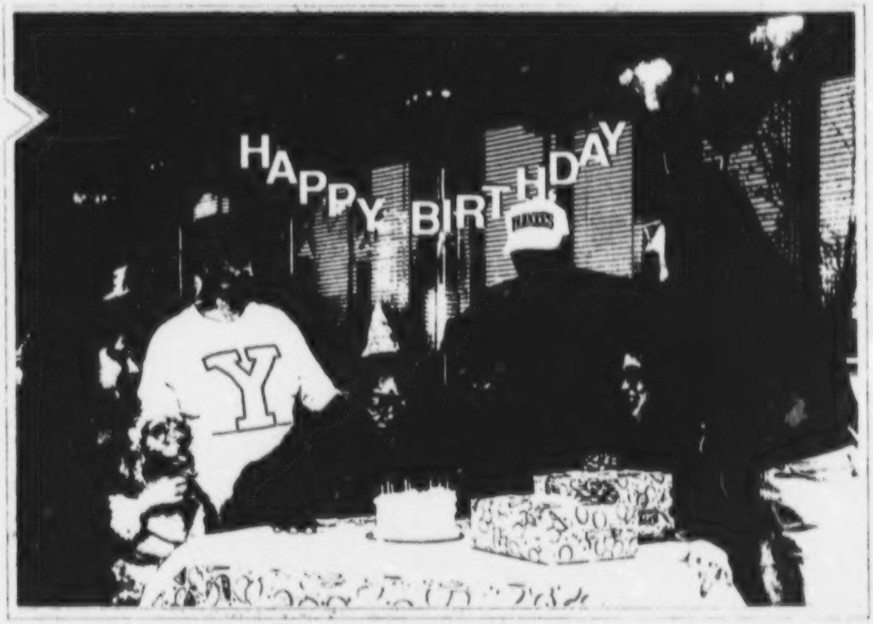
B. What does Wayne do first? What does he do next? Talk about it with someone.

5. In Your Own Words Tell about going for a walk. Your teacher will write it.

A B C D E F G H I J K L M N O P Q R S T U V W X **Y** Z

Lesson 17

Yy



1. Talk, Read, and Write

A. Talk about what you see in this picture. Read the story. Talk about the story.

Wayne's Birthday

Wayne's birthday is November 10.
Vicky and her friends have a party for Wayne.
They eat birthday cake.
They yell "Happy Birthday" to Wayne.

B. Write words with the letter **y** like **yell.**

______________ ______________ ______________

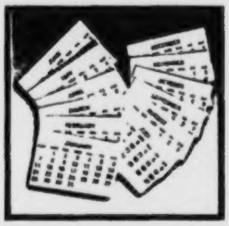
______________ ______________ ______________

______________ ______________ ______________

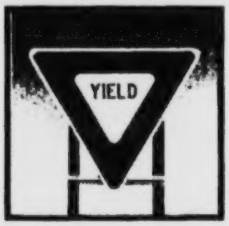
2. Words to Know

yell

yawn



year



yield

3. Key Words

birthday cake November party this

4. Read and Write

A. What happens on Wayne's birthday? Read the story to find out. Finish the sentences.

Wayne's Party

Wayne is happy on his birthday.
He loves the party and the cake.
He gives some cake to Yo-Yo.
Yo-Yo loves ______________________________.

Wayne wants to have a very good year.
He tells his friends,
"This party is a very good start.
I want this year to be ______________________."

B. How does Wayne feel about his birthday? Talk about it with someone.

5. In Your Own Words Tell a story about your birthday. Your teacher will write it.

Lesson 18

Xx and Zz

MEXICO
PIZZA

1. Talk, Read, and Write

A. Talk about what you see in this picture. Read the story. Talk about the story.

Pizza for Dinner

Don and Pat want pizza for dinner.
They call the House of Pizza on the telephone.
They order a large pizza.
It comes in a large box.
They pay for the pizza.

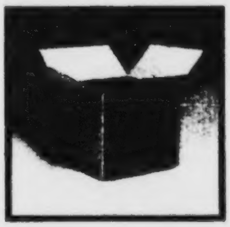
B. **X** and **Z** are letters you will not use often. **X** often has an **e** in front of it, like in the word **exit.** Write words that have these letters.

x like **exit**	z like **zip**
____________________	____________________
____________________	____________________

a b c d e f g h i j k l m n o p q r s t u v w x y z

2. Words to Know

exercise



box

zipper

pizza

3. Key Words

all feel large of order

4. Read and Write

A. What do Don and Pat do after dinner? Read the story to find out. Finish the sentences.

Exercise

Don and Pat eat all of the large pizza.
They feel very full.
They start to yawn.
They want to ______________________.

Then Don and Pat get up.
They start to exercise.
They exercise hard.
This helps them ______________________.

B. How do Don and Pat feel after dinner? What do they do next? Talk about it with someone.

5. In Your Own Words Tell about exercises you do. Your teacher will write it.

▶Unit 3 Review **Cc and Ss, Tt, Vv, Ww, Yy, Xx and Zz**

1. Words to Review Fill in the missing letter of each word. Then read the words out loud.

c s t v w y x z

_____ elephone

_____ ity

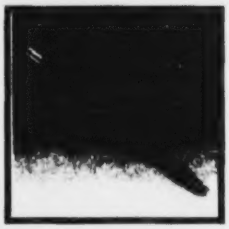
_____ ase

_____ ipper

_____ oods

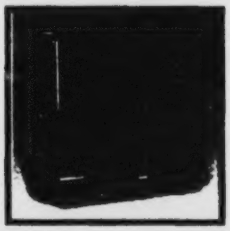
_____ isters

s _____ im



pen _____ il

sui _____ case



tele _____ ision

e _____ ercise

side _____ alk

Notes: 1. Have students read the eight consonants. Let them complete the exercise as independently as possible.

2. Sentence Pairs Finish these sentence pairs with the word that fits. Read the sentences out loud.

city
exercise
study
water

A. Sandy takes the subway to school.
She can ______________ on the subway.

B. Tony wants a new job.
He takes a trip to the ______________.

C. Yo-Yo and Wayne go for a walk.
Yo-Yo gets wet in the ______________.

D. Don and Pat eat a large pizza.
Then they ______________.

3. How Do You Know? Read the stories out loud. Answer the questions. Read your answers.

A. Stan has a party for Nancy.
Nancy and her friends like the party.
They eat pizza and cake.

Was Stan's party a good one? How do you know?

____

B. Vicky and Tony exercise in the morning.
Some mornings they walk in the woods.
Some mornings they swim in the water.

Do Vicky and Tony keep fit? How do you know?

____

Notes: 2. Have students read the sentences as independently as possible and choose the word to finish each sentence. Have them read completed sentences aloud, either individually or as a group. **3.** Help students read the "How Do You Know?" stories and answer the questions. Have them read their answers aloud.

4. What's the Order?

A. Number the sentences in order. The first one is started for you.

1. __1__ Don and Pat want pizza for dinner.
_____ Sandy and Nancy help them eat it.
_____ They order a large pizza.

2. _____ Yo-Yo eats the cake.
_____ Wayne has some birthday cake.
_____ Wayne gives some cake to Yo-Yo.

B. Read the sentences in order out loud.

5. Writing Sentences

Make a sentence. Use all the words. Then read your sentences to someone.

study year school

A. ____

give valentine friend

B. ____

trip clothes suitcase

C. ____

take walk woods

D. ____

Notes: 4. Discuss the meaning of sequence. Let students complete the exercise as independently as possible. **5.** Have students copy their sentences and read them aloud.

6. Puzzle Read the words out loud. Write words where they fit. Use all the words. Some letters are there to help you.

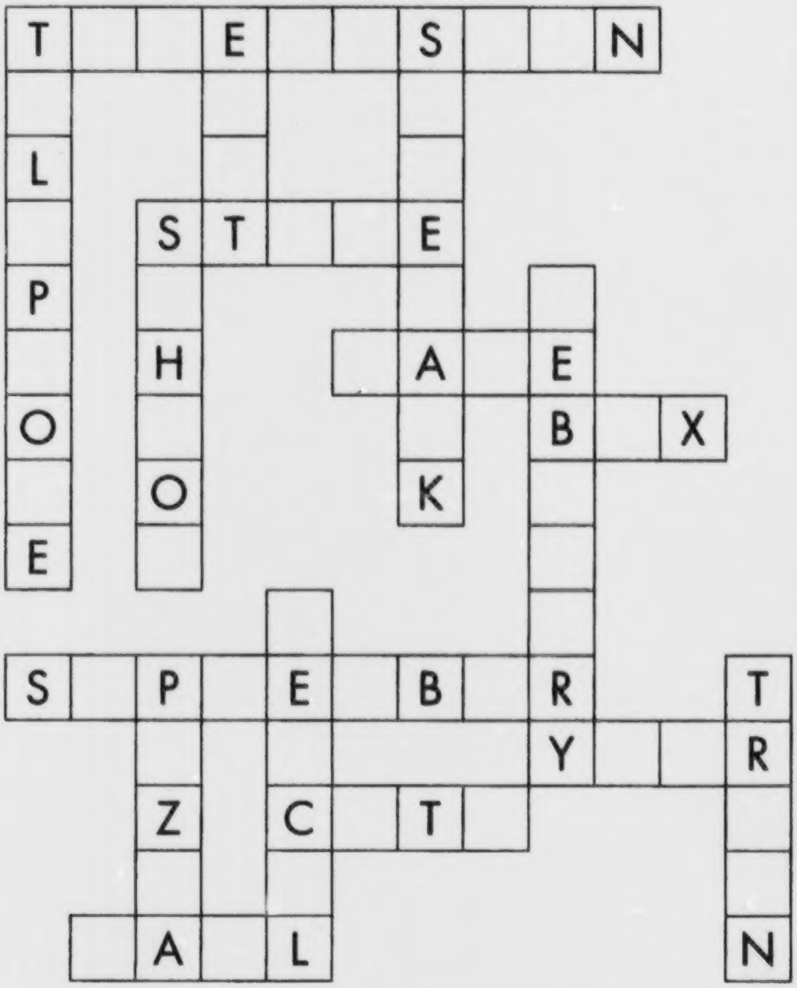
BOX
CALL
CITY
EXIT

FEBRUARY
PENCIL
PIZZA

SCHOOL
SEPTEMBER
SIDEWALK

STOVE
TELEPHONE
TELEVISION

TRAIN
VASE
YEAR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A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 19

Aa

Short a

1. **Talk and Read** Talk about what you see in this picture. Listen to the limerick. Read it. Talk about how it sounds.

Nancy's New Cat

A good friend of Nancy's is Pat.
Pat gives her a fat tabby cat.
The cat eats some ham,
And crab apple jam,
Then it naps on Nancy's new hat.

2. **Word Families** Read the words in these families. Write one more word in each family. You can use any words you know.

-at	-am	-ap	-ab
hat	ham	cap	cab
sat	ram	nap	nab
flat	cram	trap	crab
______________	______________	______________	______________

Notes for Unit 4: 1. Talk about the picture. Talk about rhyme and about limericks (see TRG); read the limerick. **2.** Explain word families (see TRG). Have students read the words aloud and add another word to each family.

3. Words to Know

apple back makes not quite

4. Read and Write Read the sentences. Write the word that fits.

Nancy's Hat

cab
flat
happy
nap
Pat

Nancy has a new hat.

The cat takes a ____________ on Nancy's new hat.

This makes the hat quite ____________.

Nancy is not ____________.

She calls Hal in his ____________.

Hal drives the cat back to ____________.

5. Writing Sentences Write sentences. Use both words. Then read your sentences out loud to someone.

sat cab

A. ____

cat nap

B. ____

6. In Your Own Words Tell about a pet you know. Your teacher will write it.

Notes: 3. Read the words aloud; have students repeat. **4.** Have students read the sentences, filling in blanks with the appropriate word. **5.** Have students dictate and copy, or write sentences on their own. Have them read their sentences aloud. **6.** Conduct an LEA activity.

Lesson 20

Ee

Short e

1. **Talk and Read** Talk about what you see in this picture. Listen to the limerick. Read it. Talk about how it sounds.

Sandy Learns to Spell

Sandy is learning to spell.
She writes **sell** when she wants to write **cell.**
Oh, it is quite a mess
When **c** sounds like **s**
But soon she will spell very well.

2. **Word Families** Read the words in these families. Write one more word in each family. You can use any words you know.

-ed	-ell	-ess	-et
led	tell	less	get
red	yell	mess	wet
shed	spell	dress	yet
______	______	______	______

a b c d e f g h i j k l m n o p q r s t u v w x y z

3. Words to Know

learning soon sounds when writes

4. Read and Write Read the sentences. Write the word that fits.

beds
fed
gets
when

A Job with a Vet

Ted is a vet.

In May, Sandy ____________ a job with Ted.

She cleans the pets' messy ____________.

She gets the pets ____________.

She tells Ted ____________ the pets are not well.

5. Writing Sentences Write sentences. Use both words. Then read your sentences out loud to someone.

sell dress

A. ____

shed pet

B. ____

6. In Your Own Words Tell about a job that you do. Your teacher will write it for you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 21

Ii

Short i

1. **Talk and Read** Talk about what you see in this picture. Listen to the limerick. Read it. Talk about how it sounds.

Vicky Cooks Fish

Vicky cooks fish on the grill.
And all of her friends eat their fill.
Vicky's friends all just sit.
They do not help a bit,
Until Vicky writes them a bill.

2. **Word Families** Read the words in these families. Write one more word in each family. You can use any words you know.

-ick	-ill	-ip	-it
kick	fill	dip	bit
pick	hill	zip	sit
quick	grill	chip	quit

3. Words to Know

as cooks do just until

4. Read and Write Read the sentences. Write the word that fits.

- dinner
- dip
- grill
- sit

Dinner at Vicky's

Vicky picks up the fish.

She fills the ______________ with fish.

Her friends just ______________ as she cooks.

They eat chips and ______________.

They all eat fish for ______________.

5. Writing Sentences Write sentences. Use both words. Then read your sentences out loud to someone.

ticket trip

A. ____

flip grill

B. ____

6. In Your Own Words Tell about a picnic you have been to. Your teacher will write it for you.

Lesson 22

Oo

Short o

1. **Talk and Read** Talk about what you see in this picture. Listen to the limerick. Read it. Talk about how it sounds.

A Jog in the Fog

Don takes his dog for a jog
On a day with a very thick fog.
They jog down the block
And Don hits a rock.
Now Don does not jog in the fog.

2. **Word Families** Read the words in these families. Write one more word in each family. You can use any words you know.

-ob	-ock	-og	-op
cob	mock	fog	cop
job	rock	log	mop
rob	block	frog	stop
____________	____________	____________	____________

a b c d e f g h i j k l m n **o** p q r s t u v w x y z

3. Words to Know

does down now Saturday

4. Read and Write

Read the sentences. Write the word that fits.

block
dog
stop
top

Don and His Dog

On Saturday, Don jogs with his dog.

They jog down the ______________.

They jog to the ______________ of the hill.

They ______________ when they get to the top.

The ______________ is happy when they stop.

5. Writing Sentences

Write sentences. Use both words. Then read your sentences out loud to someone.

down rock

A. ____

job top

B. ____

6. In Your Own Words

Tell how you feel about jogging. Your teacher will write it for you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 23

Uu

Short u

1. **Talk and Read** Talk about what you see in this picture. Listen to the limerick. Read it. Talk about how it sounds.

Gus's Lunch

For lunch my friend Gus eats a sub.
On some days he will eat a club.
With a tug on the plug
Of his cold water jug
Gus washes down all his good grub.

2. **Word Families** Read the words in these families. Write one more word in each family. You can use any words you know.

-ub	**-uff**	**-ug**	**-un**
rub	cuff	bug	bun
tub	puff	hug	fun
grub	scuff	plug	run

3. Words to Know

cold January lunch my push

4. Read and Write

Read the sentences. Write the word that fits.

Lunch in the Sun

- fun
- push
- sun
- truck

It is a cold, sunny day in January.

Gus wants to eat lunch in the ______________.

He drives his ______________ to the bluff.

He has ______________ until the truck gets stuck.

Gus must get Vicky to ______________ with her truck.

5. Writing Sentences

Write sentences. Use both words. Then read your sentences out loud to someone.

rug stuff

A. ____

tub run

B. ____

6. In Your Own Words

Tell what you like for lunch. Your teacher will write it for you.

▶ Unit 4 Review Short a e i o u

1. **Sentence Pairs** Finish the sentence pairs. Write the word that fits. Then read the sentences out loud.

cold down lunch until
cooks learning make writes

A. 1. Sandy is ______________ to spell.

2. She ______________ to her friend Wayne.

B. 1. Vicky ______________ fish on the grill.

2. Her friends eat ______________ they are full.

C. 1. Don jogs ______________ the block.

2. He does not get ______________ when he jogs.

D. 1. Gus makes a sub for ______________.

2. Now and then he may ______________ a club.

Notes: 1. Let students read and complete the exercise as independently as possible. Have them read each sentence pair aloud as they complete it, checking the meaning of the sentences as they do.

2. Word Families Write one word that belongs in each family.

-at	**-am**	**-ap**	**-ab**
hat	ham	cap	cab
-ed	**-ell**	**-ess**	**-et**
bed	fell	mess	let
-ick	**-ill**	**-ip**	**-it**
sick	fill	dip	pit
-ob	**-ock**	**-og**	**-op**
sob	dock	bog	cop
-ub	**-uff**	**-ug**	**-un**
tub	muff	hug	run

Notes: 2. Have students complete the word families on their own. Have them read each family aloud to check the appropriateness of the words they've written.

3. Make Words Put the letter with the word families to make words. Read the words.

A. l ___l___ ab ___l___ et ___l___ ip ___l___ og ___l___ ug

B. p _____ at _____ et _____ it _____ ot _____ uff

C. t _____ ab _____ ell _____ ick _____ op _____ ug

D. s _____ at _____ ell _____ ick _____ ock _____ un

E. b _____ at _____ et _____ ill _____ og _____ ug

4. What Do You Want to Do? Check what you would like to do. Tell why.

_____ Jog down the block.
_____ Eat a sub for lunch.
_____ Eat fish from the grill.
_____ Learn to spell.
_____ Get a cat for a pet.
_____ Work for a vet.

5. Writing Sentences Write sentences. Use all the words. Read your sentences.

pick red apple

A. ____

fill jug Pat

B. ____

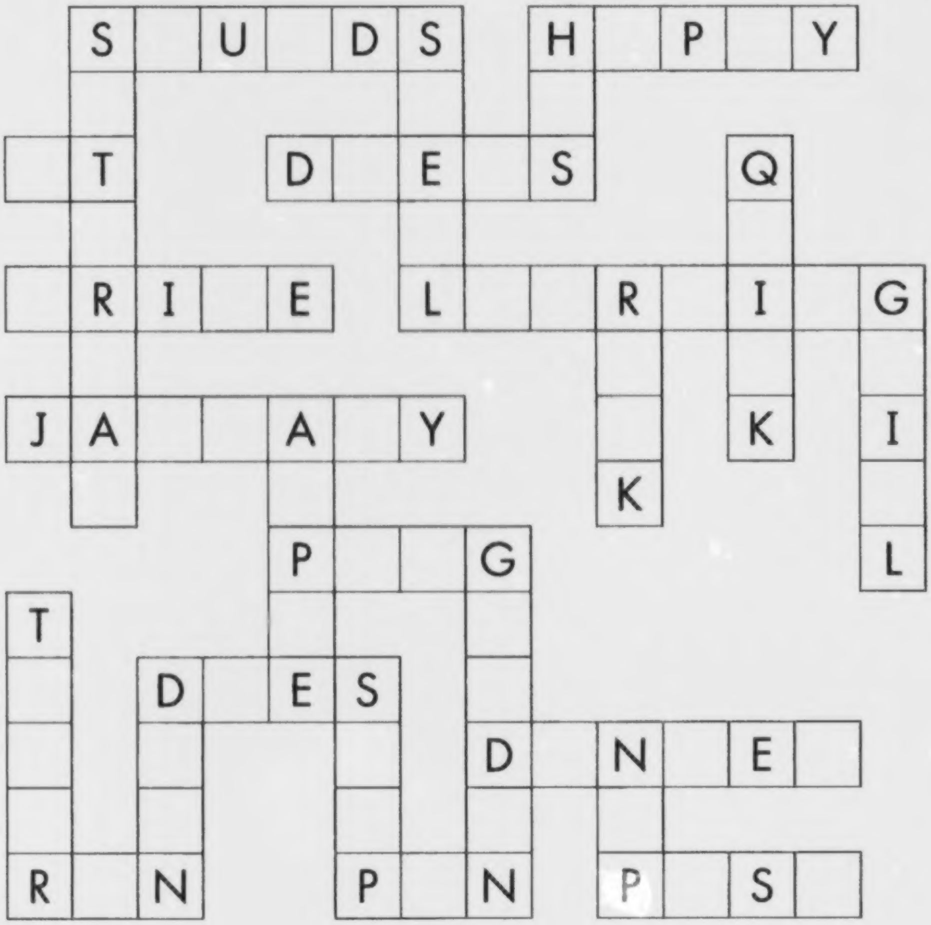
run tell mess

C. ____

Notes: 3. Have students read the words they form. **4.** Have students read the choices and check the ones they would enjoy. Have them explain their reasoning. **5.** Take dictation or let students write sentences on their own.

6. **Puzzle** Read the words out loud. Write words where they fit. Use all the words. Some letters are there to help you.

APPLE
AT
DINNER
DOES
DOWN
DRESS
GARDEN
GRILL
HAPPY
HIS
JANUARY
LEARNING
NAP
PAN
PLUG
PUSH
QUICK
ROCK
RUN
SATURDAY
SOUNDS
SPELL
STOP
THEIR
WRITE


S U D S
H P Y
T
D E S
Q
R I E
L R I G
J A A Y
K
I
K
P G
L
T
D E S
D N E
R N
P N
P S

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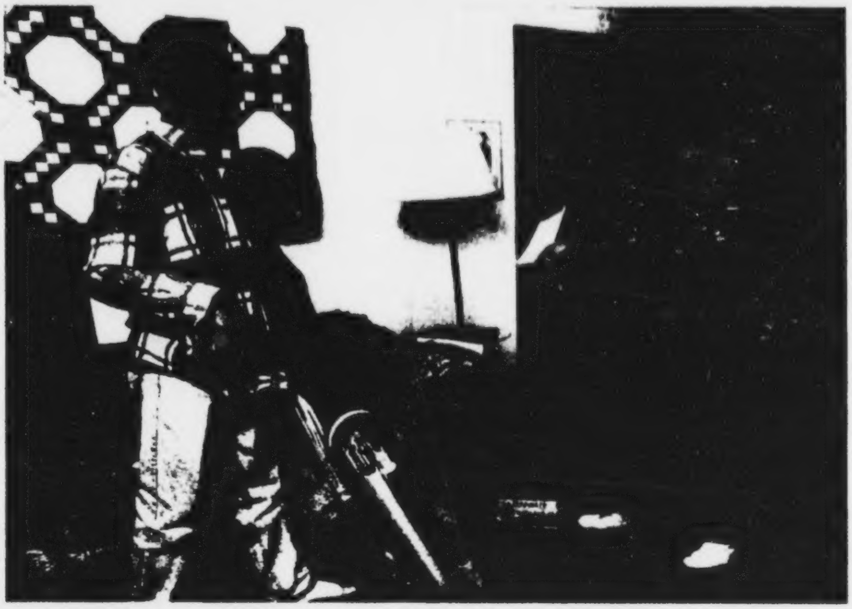
Lesson 24

B & C

BLENDS

bl br cl cr



1. **Talk and Read** Talk about what you see in this picture. Read Quinn's rules. Why does Quinn need these rules?

Quinn's Rules

1. Clean up clutter.
2. Put clothes in the closet.
3. Brush up crumbs.
4. Sweep the house with a broom.
5. Blot up drinks you spill.

2. **Blends** Read the words. Write one more word with each blend.

bl	br	cl	cr
blot	bring	closet	crock
bless	broom	club	crop
bluff	brush	clutter	crumb
______	______	______	______

Notes for Unit 5: 1. Talk about the picture as before. Read the selection. Let students repeat. **2.** Read words with blends with students. Have students find words with blends from the reading. Let students add words of their own.

a **b c** d e f g h i j k l m n o p q r s t u v w x y z

3. Make Words Put the blends with the word families to make words.

bl	br	cl	cr
_____ ab	_____ am	_____ ick	_____ ock
_____ ab	_____ am	_____ ick	_____ ock

4. Words to Know

keeps pick rules spill sweep

5. Read and Think Read the story. Answer the questions after the story.

____

Quinn keeps her house clean. The children help her. They sweep up crumbs. They pick up clutter. They put their clothes in the closet. Quinn likes a clean house.

A. Pick the better title. Write it above the story.

_____ (1) Quinn's House

_____ (2) Quinn's Job

B. What do the children do with clutter?

_____ (1) pick it up

_____ (2) sweep it up

C. What can you tell about Quinn's children?

_____ (1) They help with the housework.

_____ (2) They like to run.

6. In Your Own Words Tell about the rules you would write for people in your home. Your teacher will write it for you.

Notes: 3. Demonstrate how to match blends and word families to make words. Have students read the words. **4.** Read the words aloud; have students repeat. **5.** Read the story; let students repeat. Read each question and let students choose the correct answer. **6.** Conduct an LEA activity.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 25

D&F BLENDS

dr fl fr

1. **Talk and Read** Talk about what you see in this picture. Read this story to find out about Frank's problem.

Frank's Problem

Frank works for a flower shop. He drives the truck. Frank puts fresh flowers on the floor of the truck. When Frank drives, the flowers flip over. Flowers drop on the floor and break.

2. **Blends** Read the words with these blends. Write one more word with each blend.

dr	fl	fr
drag	flip	Frank
drip	floor	fresh
drop	flower	friend
______	______	______

a b c d e f g h i j k l m n o p q r s t u v w x y z

3. Make Words Put the blends with the word families to make words.

dr fl fr

_____ ag _____ esh _____ ip _____ op
_____ ag _____ esh _____ ip _____ op

4. Words to Know

break holds over plan shop

5. Read and Think Read the story. Answer the questions after the story.

____

Frank has a plan. He drags a large box to the truck. He nails it to the floor. The box holds the flowers. Now the flowers do not flip over. Now they do not drop and break.

A. Pick the better title. Write it above the story.
_____ (1) Flowers in the Truck
_____ (2) Frank's Plan

B. What was Frank's plan?
_____ (1) nail a box to the floor to hold the flowers
_____ (2) put the flowers on the floor of the truck

C. What do you think of Frank's plan? Talk about it with someone.

6. In Your Own Words Tell about how you have solved a problem. Your teacher will write it for you.

Lesson 26

G&P BLENDS

gl gr pl pr

CONGRATULATIONS!
SANDY

1. Talk and Read Talk about what you see in this picture. Read about Sandy's hopes for the future.

Graduation

In April, Sandy gets her GED diploma. Her family comes to the program. Her friends come, too. Her family and friends are happy for her. Sandy is glad they are proud. Now she plans to find a better job.

2. Blends Read the words with beginning blends. Write one more word with each blend.

gl	gr	pl	pr
glad	graduation	plan	press
glass	grand	plug	program
gloom	grill	plumber	proud
____________	____________	____________	____________

a b c d e f g h i j k l m n o p q r s t u v w x y z

3. Make Words Put the blends with the word families to make words.

gl	gr	pl	pr
_____ ass	_____ and	_____ op	_____ um
_____ ass	_____ and	_____ op	_____ um

4. Words to Know

applies April better diploma find

5. Read and Think Read the story. Answer the questions after the story.

____

Sandy has her GED. Now she wants a better job. She applies for a job at Grand Press. She gets the job! She is proud. She is glad she has her GED. She is glad she works at Grand Press.

A. Pick the better title. Write it above the story.

_____ (1) A Better Job
_____ (2) Sandy Gets Her GED

B. What helped Sandy get her new job?

_____ (1) She has her GED.
_____ (2) She is proud.

C. What can you tell about Sandy?

_____ (1) She likes to have fun.
_____ (2) She wants to work.

6. In Your Own Words Tell about the benefits of having a GED. Your teacher will write it for you.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Lesson 27

S

BLENDS

sl sm sp st

1. **Talk and Read** Talk about what you see in this picture. Read the story. What do you think will happen next?

Stan's Spaghetti Sauce

On Thursday, Stan makes spaghetti sauce in a pot. He stirs the sauce. The sauce smells good as it steams. Stan puts the top on the pot. Then he takes a nap.

2. **Blends** Read the words with beginning blends. Write one more word with each blend.

sl	**sm**	**sp**	**st**
slap	smell	spaghetti	steam
sleep	smog	spell	stick
slope	smoke	spill	stove
______	______	______	______

3. Make Words Put the blends with the word families to make words.

sl	sm	sp	st
____ ell	____ ill	____ ick	____ op
____ ell	____ ill	____ ick	____ op

4. Words to Know

off sauce stir Thursday today turns

5. Read and Think Read the story. Answer the questions after the story.

____

Stan sleeps. The sauce spills over the pot. It sticks to the stove. Then it starts to smoke. Soon Stan smells the smoke.

Stan gets up and turns off the stove. He slaps at the smoke. He cleans up the spill. Stan is not happy. He will not have spaghetti today!

A. Pick the better title. Write it above the story.

____ (1) Up in Smoke
____ (2) Spaghetti for Dinner

B. What do you think Stan learned from this mess?

____ (1) not to sleep when he cooks
____ (2) not to clean house when he cooks

6. In Your Own Words Tell about a silly mistake you have made. Your teacher will write it for you.

Lesson 28

S&T BLENDS

sk sn tr tw

1. **Talk and Read** Talk about what you see in this picture. Read the story. What do Ramon and Maria want to do?

Ramon and Maria

Ramon is twenty-five. Maria is twenty-two. They want to see snow. Ramon wants to learn to ski. Maria wants to learn to skate. In February, they take a trip to Twin Tree Hill.

2. **Blends** Read the words with beginning blends. Write one more word with each blend.

sk	**sn**	**tr**	**tw**
skate	snap	train	twenty
ski	snip	tree	twice
skid	snow	try	twin
________	________	________	________

3. Make Words Put the blends with the word families to make words.

sk	sn	tr	tw
_____ ack	_____ im	_____ in	_____ uck
_____ ack	_____ im	_____ in	_____ uck

4. Words to Know

again past see tries well

5. Read and Think Read the story. Answer the questions after the story.

____

Ramon is learning to ski. He can ski down the easy slope. He tries the hard slope and skids past a tree. Ramon sticks to the easy slope.

Maria learns to skate. She slips and falls. She gets up and tries again. She learns to skate very well.

A. Pick the better title. Write it above the story.

_____ (1) Learning to Ski and Skate

_____ (2) The Easy Slope

B. What can you tell about Ramon and Maria?

_____ (1) They do not get cold.

_____ (2) They do not give up.

6. In Your Own Words Tell about a skill or sport you would like to try. Your teacher will write it for you.

▶Unit 5 Review **Blends beginning with B, C, D, F, G, P, S, T**

1. Sentence Pairs Finish the sentence pairs. Write the word that fits.

better comes keep sauce
break finds rules turns

A. 1. Quinn tries to ______________ her house clean.

2. She has ______________ for her children.

B. 1. The flowers ______________ when Frank drives.

2. Frank ______________ a box to hold the flowers.

C. 1. Sandy's family ______________ to her graduation.

2. They want her to get a ______________ job.

D. 1. Stan wants to make spaghetti ______________ today.

2. He ______________ on the stove to cook the sauce.

Notes: 1. Let students read and complete the exercise as independently as possible. Have them read each sentence pair aloud as they complete it, checking the meaning of the sentences as they do.

2. Make Words Put blends with word families to make words. Read the words.

A.

dr	sp	gr	pl
_____ ab	_____ an	_____ ip	_____ um
_____ ab	_____ an	_____ ip	_____ um

B.

cl	st	sk	fr
_____ ill	_____ ip	_____ ock	_____ ump
_____ ill	_____ ip	_____ ock	_____ ump

C.

fl	tr	sm	cr
_____ ap	_____ ick	_____ ock	_____ ush
_____ ap	_____ ick	_____ ock	_____ ush

D.

br	pr	sl	sn
_____ ag	_____ op	_____ ug	_____ ush
_____ ag	_____ op	_____ ug	_____ ush

3. What Do You Want to Do? Check the activities that you want to do. Tell why.

_____ Ski down a hill.

_____ Drive a truck.

_____ Get some fresh flowers.

_____ Clean up the house.

_____ Take a trip.

_____ Cook some spaghetti.

Notes: 2. Let students work independently. Have them read each word aloud to be sure it is actually a word. **3.** Have students read the list and check off what they'd like to do.

4. How Do You Know? Read the stories out loud. Answer the questions. Read your answers.

A. Sandy wants to help her friend Wayne get his GED. She tells him she will help him study. She tells him he can get a better job.

Does Sandy plan to help Wayne? How do you know?

____

B. Ramon and Maria like to go to movies. They like to give birthday parties for their friends. They love to take trips.

Do Ramon and Maria like to have fun? How do you know?

____

5. Writing Sentences Write sentences. Use all the words. Read your sentences.

drop crumbs floor

A. ____

like skate ski

B. ____

smell flowers fresh

C. ____

glad stove clean

D. ____

Notes: 4. Let students read the stories and questions. Let them write the answers on their own. Discuss their answers. **5.** Take dictation or let students write sentences on their own.

6. Puzzle Read the words out loud. Write words where they fit. Use all the words. Some letters are there to help you.

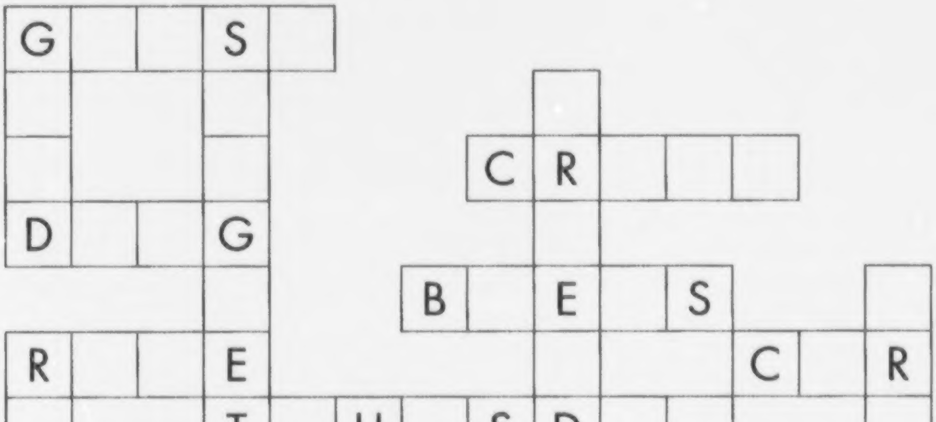
BLESS
BLOT
BRUSH
CAR
CLOTHES
CROCK

DIG
DIPLOMA
DRAG
DROP
FLIP
FLOORS

FRIEND
GLAD
GLASS
GRADUATION
OLD

RULE
RUN
SKID
SOON
SPAGHETTI

STICK
THURSDAY
TREE
TRY
TWICE


G S
C R
D G
B E S
R E C R
T U S D
N D
T I C F
D L M A
Y O
D O I
B U H F
S O N
S I K
T E D G

Skills Review

1. Make Words Put the blends with the word families to make words. Read the words.

A.

bl	dr	pr	st
____ ab	____ ess	____ op	____ uff
____ ab	____ ess	____ op	____ uff

B.

cl	sm	sp	tw
____ an	____ ell	____ in	____ og
____ an	____ ell	____ in	____ og

C.

br	fl	gr	tr
____ ap	____ ab	____ ick	____ oom
____ ap	____ ab	____ ick	____ oom

2. Writing Sentences Write sentences. Use two words from the lists above in each sentence.

A. ____

____

B. ____

____

Notes: Let students complete the entire Skills Review as independently as possible. For assessment guidelines, see the TRG.

3. **What's the Order?** Number the sentences in order. Then read the sentences in order out loud.

A. _____ Gus and Jan want some vegetables for dinner.
_____ Gus cooks the vegetables in a pot on the stove.
_____ They go to the garden and pick some vegetables.

B. _____ Hal and his children drive to the Laundromat.
_____ They have clean clothes now.
_____ They wash their clothes at the Laundromat.

4. **How Do You Know?** Read the stories out loud. Answer the questions. Read your answers.

A. Quinn wants to have a birthday party for Hal. She calls his friends on the telephone. She tells them when to come. She makes a birthday cake. She gets some new books to give Hal. She makes plans and works hard for the party.

Does Quinn want a good party for Hal? How do you know?

____

B. Pat lives in a house in the city. She finds a cat in back of her house. The cat is very wet. It is quite cold, too. Pat takes him in the house. She cleans him and gives him some food. She wants to keep this cat.

How does Pat feel about the cat? How do you know?

____

5. **Read and Think** Read the stories. Answer the questions. Read your answers.

A. ______________________________

Ramon and Maria want to eat lunch in the park. They walk to the park. They take some food to eat and some cold water to drink.

At the park, Ramon and Maria walk in the woods. They eat lunch. They give some food to the fish.

1. Pick the better title. Write it above the story.

_____ (1) Fish in the Park

_____ (2) Lunch in the Park

2. What do Ramon and Maria do at the park?

_____ (1) walk in the woods and have lunch

_____ (2) eat fish and walk in the woods

B. ______________________________

Don works with Wayne. Today, Wayne has a cold. He does not go to work.

Don must help with Wayne's work. He works hard. He does not go to lunch. He does not take a break. Don wants Wayne to come back to work soon!

1. Pick the better title. Write it above the story.

_____ (1) A Hard Day at Work

_____ (2) Don Has a Cold

2. What can you tell about Don?

_____ (1) He is a good worker.

_____ (2) He likes to take coffee breaks.

Answer Key

Unit 1

▼ Lesson 1: Bb

4. Read and Write

The **book** is open.
The book is **closed.**
The book **is** closed.
The **bank** is closed.
The bookstore is **open.**
The bank **is** closed Sunday.
The bookstore is open Sunday.

▼ Lesson 2: Dd

4. Read and Write

Don has a **desk.**
The desk is **full.**
The desk **has** an open book.
Don's **office** has a window.
The window has **a** shade.
The **window** is closed in December.

▼ Lesson 3: Ff

4. Read and Write

Frank and his friends eat **fish** on Friday.
Frank and his **friends** eat french fries.
Frank and his friends drink **coffee.**
Frank eats half his fish **and** french fries.
Frank is **full.**
His friends eat his **food.**

▼ Lesson 4: Hh

4. Read and Write

Hal has the **hood** open.
The hose is **old.**
The hose has a **hole.**
Hal has a new hose in his **hand.**
He **puts** the new hose in the cab.
Hal closes the hood.

▼ Lesson 5: Gg and Jj

5. Read and Write

They **dig** up the garden in May.
They **grow** food in the garden.
They grow food for their friends.

11. Read and Write

They **put** the vegetables in a wagon.
They put the **wagon** in the garage.
They close the **garden** gate.
Jan and Gus **can** eat the vegetables.
They **give** them to friends in July and August.
They give **vegetables** to Frank and Hal.

▼ Unit 1 Review

1. Words to Review

door, July, garden, desk
fish, gate, hand, window
book, coffee, dig, half

2. Sentence Pairs

A. December C. vegetables
B. coffee D. hose

3. How Do You Know?

A. 2 B. 1 C. 1 D. 2

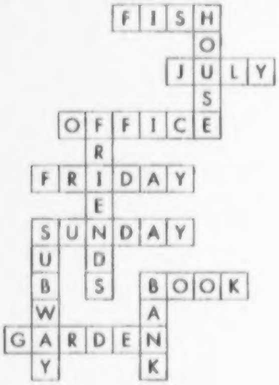
4. What's the Order?

A. 1. 1 Hal has an old hose in his cab.
3 Hal puts in a new hose.
2 Hal opens the hood.
2. 2 Jan and Gus dig up the vegetables.
1 Vegetables grow in the garden.
3 Jan and Gus give vegetables to friends.

5. Writing Sentences

Sentences will vary.

6. Puzzle



Unit 2

▼ Lesson 6: Cc and Kk

4. Read and Write

A. She drives her truck to **work.**
She drives the **truck** to her house.
She can put the truck in **her** garage.
She can drive the kids to the **park.**

▼ Lesson 7: Ll

4. Read and Write

A. On **Tuesday,** the Laundromat is open.
Hal has his **laundry** at the Laundromat.
His clothes will be **clean.**
His children's clothes **will** be clean.

▼ Lesson 8: Mm

4. Read and Write

A. They get some **money** at the bank.
They **pay** a man to go into the movie.
They pay a **woman** for some food.
They love the **movie** and the food.

▼ Lesson 9: Nn

4. Read and Write

A. Nancy is Stan's **next** door neighbor.
Stan wants to have **dinner** with Nancy.
He **gets** food on Wednesday.
Nancy has dinner **with** Stan.

▼ Lesson 10: Pp

4. Read and Write

A. She has a pipe that **drips.**
On Monday, Pat **calls** a plumber.
The plumber puts in a new **pipe.**
The drip stops, so Pat is **happy.**

▼ Lesson 11: Qq

4. Read and Write

A. She **likes** to answer the questions.
Some questions are **easy** for Quinn.
Quinn loves to **answer** the easy questions.
Quinn is happy with her new **quiz** show.

▼ Lesson 12: Rr

4. Read and Write

A. Ramon and Maria **must** go to work.
They get up and put on **their** clothes.
Water **comes** in the open window.
Ramon cleans up the **water** and they drive
to work.

▼ Unit 2 Review

1. Words to Review

car, laundry, nail, pipe
quarter, rainy, money, happy
children, square, water, man

2. Sentence Pairs

A. clothes B. neighbors C. questions

3. What Do You Think?

Answers will vary.

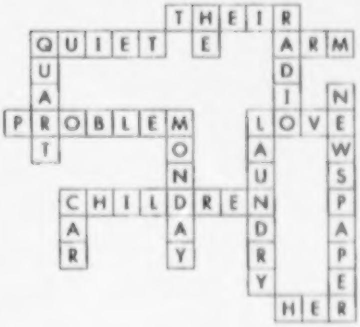
4. What's the Order?

A. 1. 1 Stan wants to have dinner with Nancy.
3 They have dinner with Hal and Quinn.
2 Stan calls Nancy.
2. 1 Ramon and Maria drive to a movie.
3 They love the movie.
2 They pay money for the movie.

5. Writing Sentences

Sentences will vary.

6. Puzzle



Unit 3

▼ Lessons 13–18

4. Read and Write

Sentence completions will vary.

▼ Unit 3 Review

1. Words to Review

telephone, city, vase, zipper
woods, sisters, swim, pencil
suitcase, television, exercise, sidewalk

2. Sentence Pairs

A. study B. city C. water D. exercise

3. How Do You Know?

A. We know his party is a good one because Nancy and her friends all like the party.

B. We know Vicky and Tony keep fit because they swim or walk in the morning.

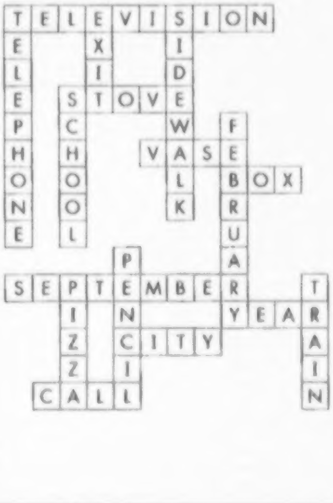
4. What's the Order?

A. 1. 1 Don and Pat want pizza for dinner.
3 Sandy and Nancy help them eat it.
2 They order a large pizza.
2. 3 Yo-Yo eats the cake.
1 Wayne has some birthday cake.
2 Wayne gives some cake to Yo-Yo.

5. Writing Sentences

Sentences will vary.

6. Puzzle



Unit 4

▼ Lesson 19: Aa

4. Read and Write
The cat takes a **nap** on Nancy's new hat.
This makes the hat quite **flat.**
Nancy is not **happy.**
She calls Hal in his **cab.**
Hal drives the cat back to **Pat.**

▼ Lesson 20: Ee

4. Read and Write
In May, Sandy **gets** a job with Ted.
She cleans the pets' messy **beds.**
She gets the pets **fed.**
She tells Ted **when** the pets are not well.

▼ Lesson 21: Ii

4. Read and Write
She fills the **grill** with fish.
Her friends just **sit** as she cooks.
They eat chips and **dip.**
They all eat fish for **dinner.**

▼ Lesson 22: Oo

4. Read and Write
They jog down the **block.**
They jog to the **top** of the hill.
They **stop** when they get to the top.
The **dog** is happy when they stop.

▼ Lesson 23: Uu

4. Read and Write
Gus wants to eat his lunch in the **sun.**
He drives his **truck** to the bluff.
He has **fun** until the truck gets stuck.
Gus must get Vicky to **push** with her truck.

▼ Unit 4 Review

1. Sentence Pairs

A.	1. learning	2. writes
B.	1. cooks	2. until
C.	1. down	2. cold
D.	1. lunch	2. make

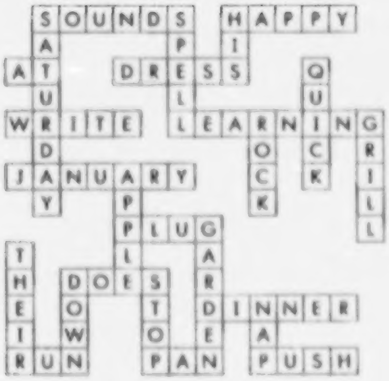
2. Word Families
Additional words will vary.

3. Make Words
A. lab, let, lip, log, lug
B. pat, pet, pit, pot, puff
C. tab, tell, tick, top, tug
D. sat, sell, sick, sock, sun
E. bat, bet, bill, bog, bug

4. What Do You Want to Do?
Answers will vary.

5. Writing Sentences
Sentences will vary.

6. Puzzle



Unit 5

▼ Lesson 24: B & C Blends

3. Make Words
blab, crab
clam, cram
brick, click, crick
block, clock, crock

5. Read and Think
A. (1) Quinn's House
B. (1) pick it up
C. (1) They help with the housework.

▼ Lesson 25: D & F Blends

3. Make Words
drag, flag
flesh, fresh
drip, flip
drop, flop

5. Read and Think
A. (2) Frank's Plan
B. (1) nail a box to the floor to hold the flowers
C. Answers will vary.

▼ Lesson 26: G & P Blends

3. Make Words
glass, grass
gland, grand
glop, plop, prop
glum, plum

5. Read and Think
A. (1) A Better Job
B. (1) She has her GED.
C. (2) She wants to work.

▼ Lesson 27: S Blends

3. Make Words
smell, spell
spill, still
slick, stick
slop, stop

5. Read and Think
A. (1) Up in Smoke
B. (1) not to sleep when he cooks

▼ Lesson 28: S & T Blends

3. Make Words
snack, track
skim, trim
skin, twin
snuck, truck

5. Read and Think
A. (1) Learning to Ski and Skate
B. (2) They do not give up.

▼ Unit 5 Review

1. Sentence Pairs

A.	1. keep	2. rules
B.	1. break	2. finds
C.	1. comes	2. better
D.	1. sauce	2. turns

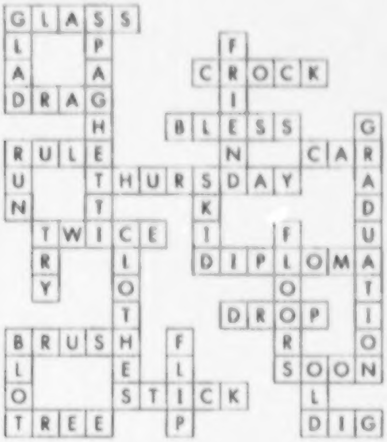
2. Make Words
A. drab, grab
span, plan
drip, grip
drum, plum
B. still, skill, frill
clip, skip
clock, stock, frock
clump, stump, frump
C. flap, trap
flick, trick, crick
flock, smock, crock
flush, crush
D. brag, slag, snag
prop, slop
slug, snug
brush, slush

3. What Do You Want to Do?
Answers will vary.

4. What Do You Think?
A. Sandy plans to help Wayne. She tells him she will help him study.
B. Ramon and Maria like to have fun. They like to go to the movies, to have parties, and to take trips.

5. Writing Sentences
Sentences will vary.

6. Puzzle



Skills Review

1. Make Words
A. blab, drab, stab
bless, dress, press
drop, prop, stop
bluff, stuff
B. clan, span
smell, spell
spin, twin
clog, smog
C. flap, trap
flab, grab
brick, flick, trick
broom, groom

2. Writing Sentences
Sentences will vary

3. What's the Order?
A. 1 Gus and Jan want some vegetables for dinner.
3 Gus cooks the vegetables in a pot on the stove.
2 They go to the garden and pick some vegetables.
B. 1 Hal and his children drive to the Laundromat.
3 They have clean clothes now.
2 They wash their clothes at the Laundromat.

4. How do you know?
A. Quinn wants a good party for Hal. She makes plans and works hard for the party.
B. Pat likes the cat. She wants to keep him.

5. Read and Think
A. 1. (2) Lunch in the Park
2. (1) walk in the woods and have lunch
B. 1. (1) A Hard Day at Work
2. (1) He is a good worker.

Numbers

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred

Months of the Year

January	Jan.	**July**	Jul.
February	Feb.	**August**	Aug.
March	Mar.	**September**	Sept.
April	Apr.	**October**	Oct.
May	May	**November**	Nov.
June	Jun.	**December**	Dec.

Days of the Week

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Sunday	Sun.	**Thursday**	Thurs.
Monday	Mon.	**Friday**	Fri.
Tuesday	Tues.	**Saturday**	Sat.
Wednesday	Wed.		

Word List

Word	Lesson
a	2
again	28
all	18
am	15
an	2
and	3
answer	11
apple	19
applies	26
April	26
are	9
arm	8
as	21
at	7
August	5
back	19
bank	1
be	7
bed	20
better	26
bill	21
birthday	17
bit	21
bless	24
block	22
blot	24
bluff	23
book	1
bookstore	1
box	18
break	25
bring	24
broom	24
brush	24
bug	23
bun	23
but	20
cab	1
cake	17
call	10
can	5
cap	19
car	6
cat	19
cell	20
children	7
chip	21
city	13
clean	7
closed	1
closet	24
clothes	7
club	23
clutter	24
cob	22
coffee	3
cold	23
comes	12
cooks	21
cop	22
crab	19
cram	19
crock	24
crop	24
crumb	24
cuff	23
day	7
dear	15
December	2
desk	2
dig	5
dinner	9
dip	21
diploma	26
do	21
does	22
dog	22
Don	2
door	2
down	22
drag	25
dress	20
drink	3
drip	10
drive	6
drop	25
easy	11
eat	3
exercise	18
exit	14
family	26
fast	3
fat	19
February	15
fed	20
feel	18
fill	21
find	26
fish	3
flat	19
flip	25
floor	25
flower	25
fog	22
food	3
for	8
Frank	3
french fries	3
fresh	25
Friday	3
friend	3
frog	22
full	2
fun	23
garage	5
garden	5
gate	5
GED	13
get	9
giant	5
give	5
glad	26
glass	26
gloom	26
go	8
good	15
graduation	26
grand	26
grill	21
grow	5
grub	23
Gus	5
Hal	4
half	3
ham	19
hand	4
happy	10
hard	13
has	2
hat	19
have	5
he	4
help	13
her	6
hill	21
his	3
hit	22
holds	25
hole	4
hood	4
hose	4
house	4
hug	23
I	15
in	2
into	8
is	1
it	12
jacket	5
jam	19
Jan	5
January	23
job	13
jog	22
jug	23
June	13
July	5
just	21
keeps	24
key	6
kick	21
kid	6
labor	7
large	18
Laundromat	7
laundry	7
learning	20
led	20
less	20
likes	11
log	22
love	7
lunch	23
makes	19
man	8
March	12
Maria	8
May	5
mess	20
mock	22

Word	Lesson
Monday	10
money	8
mop	22
morning	12
movie	8
must	12
my	23
nab	19
nail	9
Nancy	9
nap	19
neighbor	9
new	4
newspaper	9
next	9
not	19
November	17
now	22
October	16
of	18
off	27
office	2
old	4
on	3
open	1
order	18
over	25
park	6
party	17
past	28
Pat	10
pay	8
pencil	13
pet	20
pick	21
pipe	10
pizza	18
plan	25
plug	23
plumber	10
pot	27
press	26
problem	10
program	26
proud	26
puff	23
push	23
put	4
quart	11
quarter	11
question	11
quick	21
quiet	11
Quinn	11
quit	21
quite	19
quiz	11
radio	12
rainy	12
ram	19
Ramon	8
red	20
rob	22
rock	22
rub	23
rules	24
run	23
Sandy	13
sat	19
Saturday	22
sauce	27
school	13
scuff	23
see	28
sell	20
September	14
shade	2
she	6
shed	20
shop	25
show	11
sidewalk	16
sisters	13
sit	21
skate	28
ski	28
skid	28
slap	27
sleep	27
slope	27
smell	27
smog	27
smoke	27
snap	28
snip	28
snow	28
so	10
soda	13
some	8
soon	20
sounds	20
spaghetti	27
spell	20
spill	24
square	11
Stan	9
starts	16
steam	27
stick	27
stir	27
stop	10
stove	15
stuck	23
study	13
sub	23
subway	1
suitcase	14
sun	23
Sunday	1
sweep	24
swim	16
tabby	19
takes	14
Ted	20
telephone	14
television	15
tells	14
the	1
their	12
them	5
then	16
they	5
this	17
Thursday	27
to	5
today	27
Tony	14
too	14
top	22
train	14
trap	19
tree	28
tries	28
trip	14
truck	6
try	28
tub	23
Tuesday	7
tug	23
turns	27
twenty	28
twice	28
twin	28
until	21
up	5
valentine	15
vase	15
vegetables	5
vet	20
very	15
Vicky	6
wagon	5
walk	16
want	8
wash	16
water	12
Wayne	16
Wednesday	9
well	20
wet	16
when	20
will	7
window	2
with	9
woman	8
woods	16
work	6
writes	20
yawn	17
year	17
yell	17
yet	20
yield	17
you	15
Yo-Yo	16
zip	21
zipper	18

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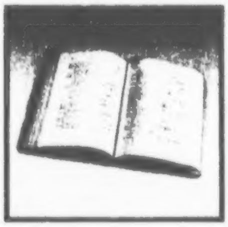
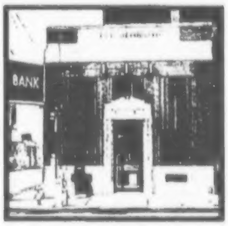
▶ Lesson 1: Bb

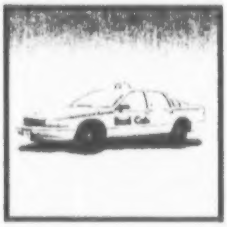
1. Words to Know Underline the word that says what you see.



book bank



bank cab



subway cab

2. Read and Write Read each sentence. Write the word that fits.

✓is
open
The

bookstore
closed

Open and Closed

The bank ____is____ closed.

________ book is closed.

The bookstore is ________ Sunday.

The bank is ________.

The ________ is open.

3. Read and Copy Read each sentence. Copy it on the line.

The book is open.

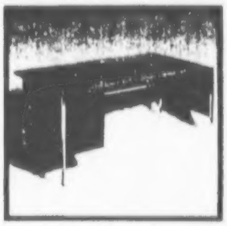
The ________________________________

The bank is closed Sunday.

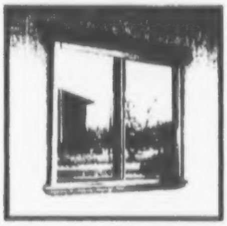
____

Lesson 2: Dd

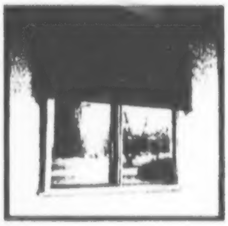
1. Words to Know Underline the word that says what you see.



desk door



door window



shade desk

2. Read and Write Read each sentence. Write the word that fits.

Don's Office

an
desk
in

Don has ______________ office.
Don is ______________ the office.
Don's ______________ is full.

December
door

The window is closed in ______________.
Don's ______________ is closed Sunday.

3. Read and Copy Read each sentence. Copy it on the line.

Don has a book in the desk.

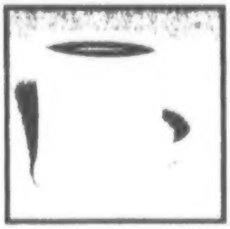
Don ____

The desk in the office is full.

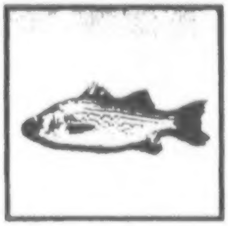
____

Lesson 3: Ff

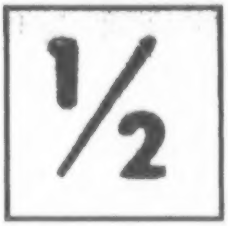
1. Words to Know Underline the word that says what you see.



coffee office



fish full



his half

2. Read and Write Read each sentence. Write the word that fits.

Frank and His Friends

and
coffee
his

Frank and ________________ friends eat fast food.
Frank eats fish ________________ french fries.
Frank drinks his ________________.

drink
Friday

Frank eats fish on ________________.
His friends ________________ coffee in December.

3. Read and Copy Read each sentence. Copy it on the line.

Frank drinks coffee in his office.

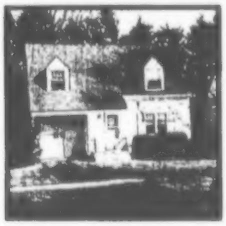
____

His friends eat fish and french fries on Friday.

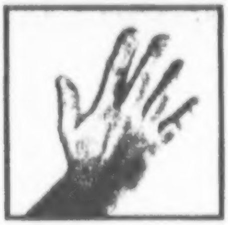
____

▶ Lesson 4: Hh

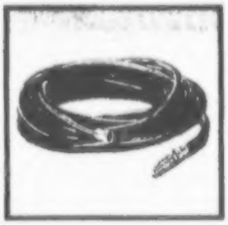
1. Words to Know Underline the word that says what you see.



has house



hand half



hose his

2. Read and Write Read each sentence. Write the word that fits.

Hal and His Cab

He
hood
old

Hal has an ______________ hose in his cab.

He opens his ______________.

______________ puts in a new hose.

half
He

The cab door is ______________ open.

______________ closes the old door.

3. Read and Copy Read each sentence. Copy it on the line.

Hal opens his window.

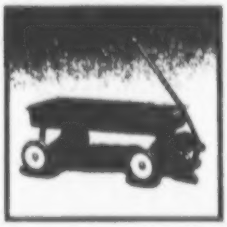
____

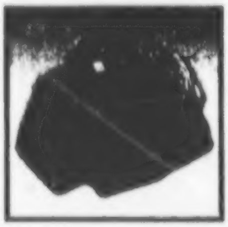
He has an old friend in his house.

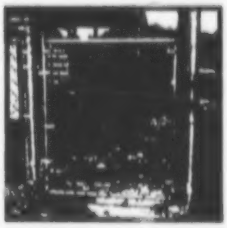
____

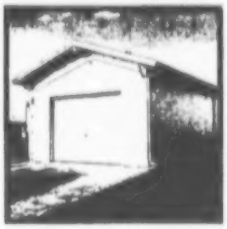
Lesson 5: Gg and Jj

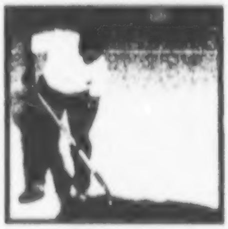
1. Words to Know Underline the word that says what you see.

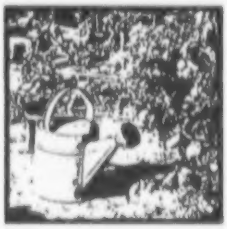

wagon vegetable


July jacket


giant gate


garage giant


drink dig


garden gate

2. Read and Write Read each sentence. Write the word that fits.

Jan and Gus

dig
garden
vegetables

Jan and Gus open the ________________ gate.

They ________________ up the garden.

They grow ________________ in the garden.

garage
gives
hole

Gus ________________ Jan his old jacket.

It has a giant ________________ in the hood.

Jan puts the jacket in the ________________.

3. **Key Words Review** Read each sentence. Write the word that fits.

August grow They to

Gus and Jan ______________ food in the garden.

______________ can eat the vegetables in July.

They can eat them in ______________.

They give vegetables ______________ friends.

4. **Read and Copy** Read each sentence. Copy it on the line.

The garden gate is open.

____

Jan and Gus dig up the garden in May.

____

The garden is full in July and August.

____

Jan and Gus put vegetables in a wagon.

____

They give vegetables to friends.

____

Frank and Hal eat them on Sunday.

____

▶ Reading and Writing Review

1. Read the Story

The New Book

Don is in the bookstore on Sunday.
He opens a book on gardens.
Don gives the new book to Jan.

2. Read and Write

Read each sentence about the story. Write the word that fits.

bookstore
friend
gardens

Don opens a new book in the ______________.

The book in his hand is on ______________.

He gives the book to his ______________ Jan.

3. Read and Copy

Read each sentence. Copy it on the line.

Frank has a new garage.

____

Don eats fast food on Friday.

____

Hal puts a new hose in his cab.

____

The bookstore is open on Sunday.

____

4. Key Words Review Read each sentence. Write the word that fits.

eat in open puts Sunday

The new bookstore is _______________ in July.

Jan's bank is closed on _______________.

Gus has an old wagon _______________ the garage.

Frank _______________ a new door on his house in May.

He and his friends _______________ vegetables on Friday.

5. What's the Order? Number the sentences in order. Then read them in order.

_____ Jan gives Frank a new jacket.

__1__ Frank has an old jacket.

_____ He opens the new jacket and puts it on.

6. Write Sentences Use all the words. Read your sentences.

A.	Hal	in	house

Hal is ____

B.	put	hose	garden

____

C.	eat	fish	Sunday

____

D.	window	open	August

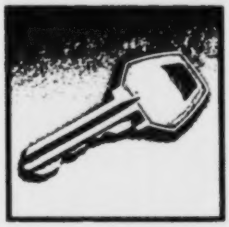
____

E.	gives	coffee	friend

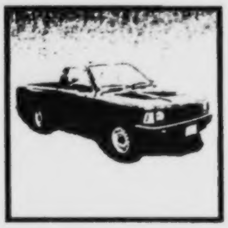
____

Lesson 6: Cc and Kk

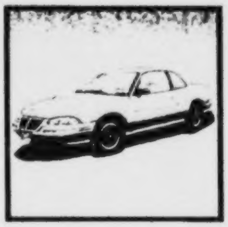
1. Words to Know Underline the word that says what you see.



key kid



work truck



can car

2. Read and Write Read each sentence. Write the word that fits.

Vicky and Her Kids

full
her
She
truck

Vicky drives her kids to the park in August.

She parks the ________________ in the shade.

________________ opens the food.

Vicky and ________________ kids eat the food.

The kids are ________________.

drives
garage
key
kids
park

The ________________ is full in August.

The ________________ have friends in the park.

Vicky ________________ them to her house.

Her ________________ opens the door.

She puts the truck in the ________________.

3. Key Words Review Read each sentence. Write the word that fits.

drives her She work

Vicky drives her truck to ____________ on Friday.

She puts the keys in ____________ jacket.

Jan ____________ her car to work on Friday.

____________ puts the keys in her office.

4. Read and Copy Read each sentence. Copy it on the line.

Vicky drives a new truck.

____

Her kids open the truck door.

____

5. Write Sentences Use all the words. Read your sentences.

A. she drives bank

____

B. they new car

____

C. puts car garage

____

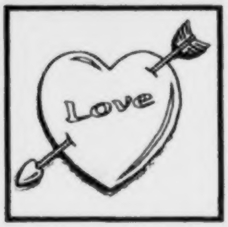
D. gives keys friend

____

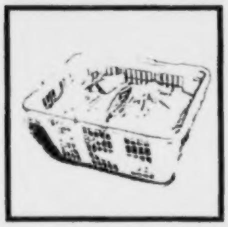
▶ Lesson 7: Ll

1. Words to Know Underline the word that says what you see.

children clean



have love



laundry labor

2. Read and Write Read each sentence. Write the word that fits.

children
clothes
Laundromat
will

Clean Clothes

On Labor Day Hal and his children will eat at Jan's.

Hal has to clean the children's ________________.

He will be at the ________________ on Tuesday.

He ________________ clean the laundry.

The ________________ will have clean clothes on Labor Day.

3. Read and Copy Read each sentence. Copy it on the line.

Hal loves to have clean clothes.

____

On Tuesday he will be at the Laundromat.

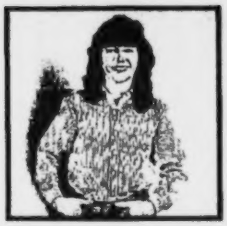
____

On Labor Day Hal will be at Jan's.

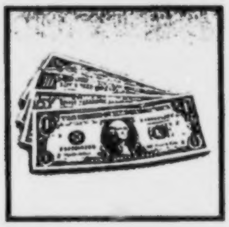
____

Lesson 8: Mm

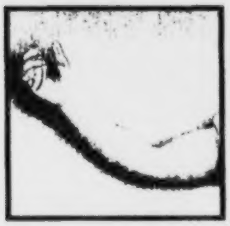
1. **Words to Know** Underline the word that says what you see.



woman wagon



movie money



an arm

2. **Read and Write** Read each sentence. Write the word that fits.

arm
into
movie
pay

At the Movie

Ramon and Maria pay money for a movie.

They ______________ for some food and drinks.

Ramon puts his hand on Maria's ______________.

They go ______________ the movie.

They love the man and woman in the ______________.

3. **Write Sentences** Use all the words. Read your sentences.

A. will go movie

____

B. man pays fish

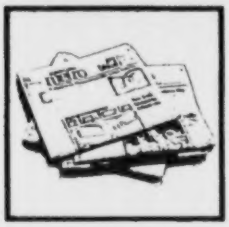
____

C. woman wants movie

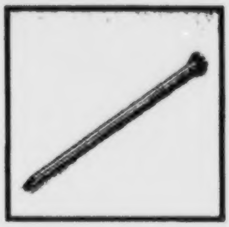
____

▶ Lesson 9: Nn

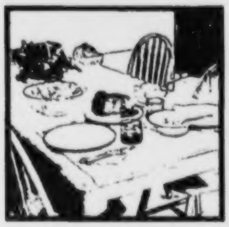
1. Words to Know Underline the word that says what you see.



newspaper next



new nail



drink dinner

2. Read and Write Read each sentence. Write the word that fits.

are
neighbor
Wednesday
with

Dinner with Stan

Stan has a new neighbor next door.

Stan has dinner with his new ______________.

On ______________ he gets food for dinner.

He and Nancy eat fish ______________ vegetables.

Stan and Nancy ______________ full.

3. Read and Copy Read each sentence. Copy it on the line.

Stan gets a newspaper on Sunday.

____

He eats with his new neighbor on Wednesday.

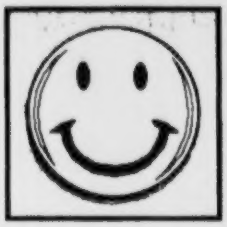
____

Nancy wants to go to a movie with Stan.

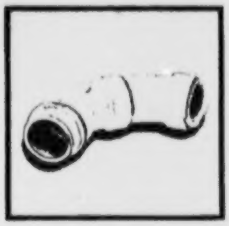
____

▶ Lesson 10: Pp

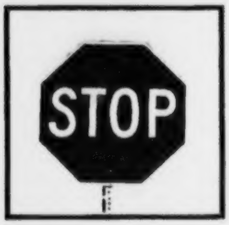
1. Words to Know Underline the word that says what you see.



happy hood



pay pipe



stop some

2. Read and Write Read each sentence. Write the word that fits.

Pat Calls a Plumber

- happy
- pipe
- plumber
- stop

Pat has an old pipe with a drip.

She wants to ______________ the drip.

She calls a ______________ for this problem.

On Monday, the plumber puts in a new

______________.

Pat is ______________ with the plumber.

3. Write Sentences Use all the words. Read your sentences.

A.	calls	plumber	Wednesday

____

B.	will	work	problem

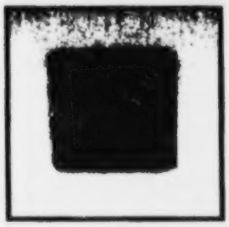
____

C.	happy	stop	drip

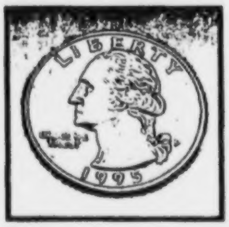
____

▶ Lesson 11: Qq

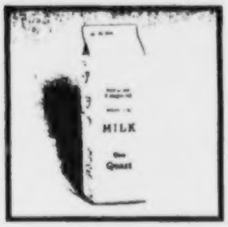
1. Words to Know Underline the word that says what you see.



shade square



quiz quarter



quiet quart

2. Read and Write Read each sentence. Write the word that fits.

answers
quiet
quiz
show

Quinn and the Quiz Show

Quinn is in the house on Wednesday.

The new ______________ show is on.

Quinn ______________ the easy questions.

On some questions Quinn is ______________.

She likes this new quiz ______________.

3. Read and Copy Read each sentence. Copy it on the line.

Quinn answers her children's questions.

____

Quinn has quarters for the Laundromat.

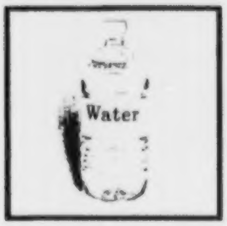
____

Quinn's children like the new quiz show.

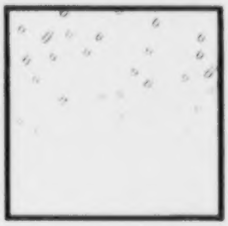
____

▶ Lesson 12: Rr

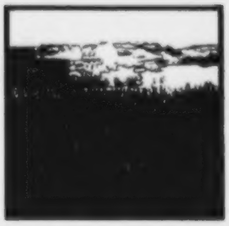
1. Words to Know Underline the word that says what you see.



water want



radio rainy



morning money

2. Read and Write Read each sentence. Write the word that fits.

comes
morning
their
water

Monday Morning

On Monday morning it is rainy.

A window is open and water ____________ in.

Ramon closes the window and cleans up the ____________.

He and Maria drink their ____________ coffee.

They get in ____________ car and go to work.

3. Write Sentences Use all the words. Read your sentences.

A. radio in house

____

B. in March rainy

____

C. quiz show morning

____

Reading and Writing Review

1. Read the Story

Nancy and Quinn

It is a rainy Tuesday in March.

Nancy wants to go to a movie, so she calls Quinn.

She and Quinn like quiet, happy movies.

Nancy and Quinn go to a happy movie.

2. Read and Write
Read each sentence about the story. Write the word that fits.

go
Tuesday
with

Nancy wants to ______________ to a quiet, happy movie.

On Tuesday she calls Quinn to go ______________ her.

Quinn and Nancy go to a movie on ______________.

3. Read and Copy
Read each sentence. Copy it on the line.

Maria gets some food for dinner.

____

The man and woman are in love.

____

Nancy stops to call her friend Quinn.

____

Quinn drinks water with her dinner.

____

4. Key Words Review Read each sentence. Write the word that fits.

must next problem some with

The radio is ________________ to the door.

Ramon has a ________________ at work.

Stan wants to have dinner ________________ Nancy, so he calls her.

The plumber ________________ stop the water drip on Tuesday.

On Wednesday Hal gives his children ________________ quarters.

5. What Do You Think? Check **YES** if you think these are good ideas.
Check **NO** if they are not good ideas.

YES	NO	
____	____	Vicky wants to water her vegetable garden. She gets the garden hose.
____	____	Hal has a pipe that drips water. He puts a new hole in the pipe.
____	____	It is a rainy day in March. Quinn and her kids go to the park.

6. Write Sentences Use all the words. Read your sentences.

A. Vicky drive Laundromat

____

B. Stan gets morning

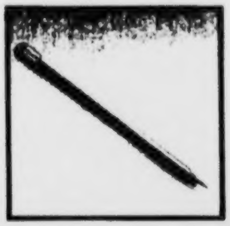
____

C. they are bank

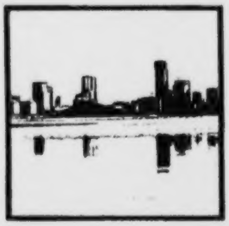
____

Lesson 13: Cc and Ss

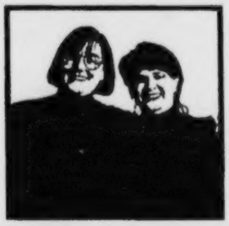
1. Words to Know Underline the word that says what you see.



pencil school



subway city



study sisters

2. Read and Write Read each sentence. Write the word that fits.

Nancy Helps Sandy

city
school
sister
study

Sandy wants to get a new job.

She must ______________ for her GED.

She is in ______________ to study for the GED.

Her school is in the ______________.

Nancy is Sandy's ______________.

answer
hard
helps
nurse
sister

Nancy is a ______________.

She helps her ______________ Sandy study.

Sandy has some ______________ questions to answer.

Nancy ______________ her with the hard questions.

Sandy can ______________ the easy questions.

3. Key Words Review Read each sentence. Write the word that fits.

hard help job June

Nancy has a _______________ in the city.

She works _______________ at her job.

Sandy wants to have a new job in _______________.

Her GED will _______________ her get a job.

4. Read and Copy Read each sentence. Copy it on the line.

Sandy and Nancy are sisters.

____

Nancy is a nurse in the city.

____

Sandy works hard at school.

____

5. Write Sentences Use all the words. Read your sentences.

A. hard get job

____

B. likes study pencil

____

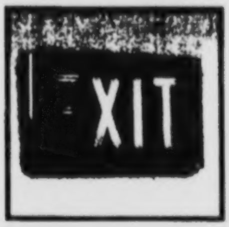
C. drinks soda June

____

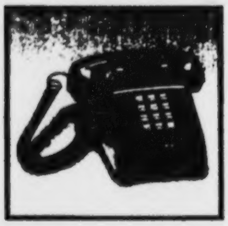
▶ Lesson 14: Tt

1. Words to Know Underline the word that says what you see.

train truck



eat exit



Tuesday telephone

2. Read and Write Read each sentence. Write the word that fits.

suitcase
takes
too
train

Tony's Trip

Tony wants to work in the city.

He ________________ a trip to the city in September.

His ________________ is full of clothes.

He drinks some coffee on the ________________.

He eats some food, ________________.

3. Read and Copy Read each sentence. Copy it on the line.

Tony calls her on the telephone.

____

In September, Tony will get a new job.

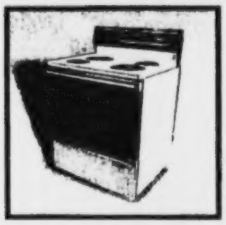
____

Tony likes the city and his new job.

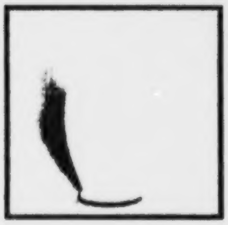
____

Lesson 15: Vv

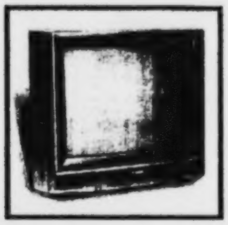
1. Words to Know Underline the word that says what you see.



stove love



vase wave



television telephone

2. Read and Write Read each sentence. Write the word that fits.

February
stove
valentine
very

Valentine's Day

Tony comes to Vicky's for dinner.

It is _______________ 14, Valentine's Day.

Vicky puts some food on the _______________.

She gives Tony his _______________.

Next they eat a _______________ good dinner.

3. Write Sentences Use all the words. Read your sentences.

A. television show good

____

B. I new vase

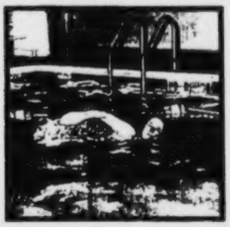
____

C. give valentine friend

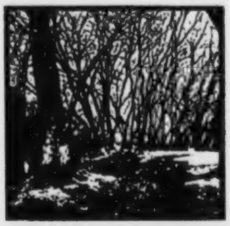
____

▶ Lesson 16: Ww

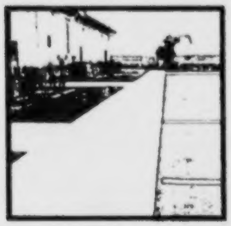
1. Words to Know Underline the word that says what you see.



swim show



work woods



subway sidewalk

2. Read and Write Read each sentence. Write the word that fits.

starts
wash
wet
woods

A Walk in the Woods

In October, Wayne takes Yo-Yo for a walk.

They walk in the ____________ next to Wayne's house.

Yo-Yo ____________ to dig a giant hole.

Then he swims in the water and gets ____________.

Wayne will have to ____________ Yo-Yo.

3. Write Sentences Use all the words. Read your sentences.

A. sidewalk wet rain

____

B. Wayne walks woods

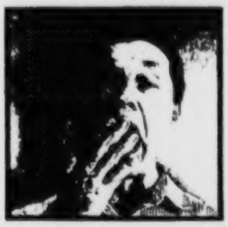
____

C. wants swim Wednesday

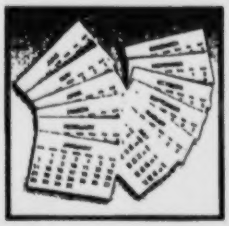
____

▶ Lesson 17: Yy

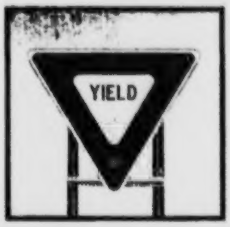
1. Words to Know Underline the word that says what you see.



year yawn



you year



yield yell

2. Read and Write Read each sentence. Write the word that fits.

birthday
cake
This
Vicky's

A Party for Wayne

It is November 10, Wayne's birthday.

_______________ year, some friends have a party for Wayne.

They want Wayne to have a happy _______________.

The party is at _______________ house.

Vicky has food, drinks, and a very good birthday _______________.

3. Write Sentences Use all the words. Read your sentences.

A. Wayne yawns morning

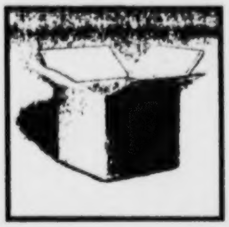
____

B. children school November

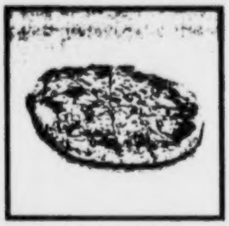
____

Lesson 18: Xx and Zz

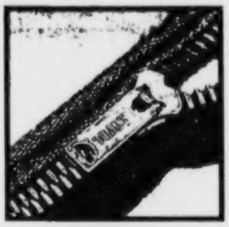
1. Words to Know Underline the word that says what you see.



bus box



pizza pipe



zipper exercise

2. Read and Write Read each sentence. Write the word that fits.

Pizza for Dinner

all
box
feel
order

Don and Pat love the food at the House of Pizza.

They call and _______________ a large pizza for dinner.

The pizza comes, and they open the _______________.

They eat _______________ of the pizza and drink cans of soda.

Then they _______________ very full.

3. Read and Copy Read each sentence. Copy it on the line.

Pat has a large box full of books.

____

Don has his jacket zipper up in March.

____

▶ Reading and Writing Review

1. Read the Story

Sandy Starts to Exercise

This February, Sandy starts to exercise.
She takes fast walks in the mornings.
She swims on Mondays and Wednesdays.
Her sister Nancy comes with her on Mondays.
Sandy feels very good with all this exercise.

2. Read and Write Read each sentence about the story. Write the word that fits.

helps
sidewalks
starts
swims

Sandy ______________ to walk and swim for exercise.

She walks on the city ______________.

On Mondays, Nancy ______________ with her.

The exercise ______________ Sandy feel good.

3. Read and Copy Read each sentence. Copy it on the line.

Tony must wash his hands for dinner.

____

Wayne eats all of his birthday cake.

____

Take the exit door to get to the sidewalk.

____

4. Key Words Review Read each sentence. Write the word that fits.

all	cake	feel	good	September

Sandy's clothes start to ________________ too large in June.

They will ________________ take a trip this November.

In ________________, children go to school and study.

Pat orders a birthday ________________ for a party in October.

I will work hard to get a ________________ job in February.

5. How Do You Know? Read the valentine. Answer the question. Read your answer.

Dear Pat,
I love you in August,
I love you in May.
I am happy to tell you
I love you this day.
Love, Don

Is Don happy to be with Pat? How do you know?

____

6. Write Sentences Use all the words. Read your sentences.

A.	walk	work	June

____

B.	wash	stove	morning

____

C.	loves	swim	rain

____

Lesson 19: Short a

1. Read the Story

A Cat for Nancy

Pat gives her friend Nancy a cat.
The cat is quite fat.
The cat eats Nancy's ham and jam.
It naps on Nancy's new hat.
Nancy gives the cat back to Pat.

2. Read and Write

Read each sentence about the story. Write the word that fits.

- back
- cat
- fat
- nap

Pat gets a new tabby ________________ for Nancy.

The ________________ cat eats Nancy's food.

It takes a ________________ on Nancy's new hat.

Nancy makes Pat take the cat ________________.

3. Write Sentences

Use all the words. Read your sentences.

A. take nap morning

____

B. sat back cab

____

C. movie not good

____

D. makes apple jam

____

Lesson 20: Short e

1. Read the Story

Sandy's Job

Sandy gets a job with Ted at The Happy Vet.
She works with the pets on Wednesday and Sunday.
She cleans their beds and gets them food.
When they make a mess, she cleans it up.
She walks the pets when they are well.

2. Read and Write

Read each sentence about the story. Write the word that fits.

beds
vet
Wednesday

Sandy gets a job with a ______________.

She works at The Happy Vet on Sunday and ______________.

She gives the pets food and cleans up their ______________.

3. Write Sentences

Use all the words. Read your sentences.

A. new dress party

____

B. sell red truck

____

C. give pet food

____

D. sounds cat shed

____

Lesson 21: Short i

1. Read the Story

Fish on the Grill

Vicky cooks dinner for her friends.
It is August, and Vicky grills fish.
Her friends just sit and eat chips and dip.
They do not help her work at all.
Vicky makes very good fish on the grill.

2. Read and Write

Read each sentence about the story. Write the word that fits.

As
dinner
do
grills

Vicky's friends come to her house for ______________.

Vicky ______________ fish for them.

______________ Vicky grills, her friends just sit.

Vicky's friends ______________ not help with dinner at all.

3. Write Sentences

Use all the words. Read your sentences.

A. not quit job

____

B. pay dinner bill

____

C. likes thick pizza

____

D. cook vegetables grill

____

Lesson 22: Short o

1. Read the Story

Don Takes a Jog

Don and his dog jog down the block.
The fog is very thick when they jog.
In the fog, Don hits a rock.
He and the dog go back to the house.
Now they will not jog until Saturday.

2. Read and Write

Read each sentence about the story. Write the word that fits.

does
fog
rock
stop

When Don takes a jog, the ______________ is thick.

Don hits a ______________ in the thick fog.

They ______________ and go back to the house.

Don ______________ not want to jog until Saturday.

3. Write Sentences

Use all the words. Read your sentences.

A. fell down hill

____

B. tells dog sit

____

C. Bob sits rock

____

D. party house block

____

▶ Lesson 23: Short u

1. Read the Story

Gus's Lunch

Gus takes his lunch to work.

He takes cold food and a jug of water.

On some days Gus eats at the job.

On some days he drives to the park to eat in the sun.

In January, his truck got stuck on the bluff.

2. Read and Write

Read each sentence about the story. Write the word that fits.

bluff
cold
jug
stuck

When Gus works, he eats ______________ food for lunch.

He drinks a ______________ of water.

Gus likes to eat lunch on the ______________ in the sun.

He got his truck ______________ on the bluff.

3. Write Sentences

Use all the words. Read your sentences.

A.	fills	tub	water

____

B.	they	run	morning

____

C.	gives	him	hug

____

D.	Gus	back	rubs

____

▶ Reading and Writing Review

1. Read the Story

Lunch at Nancy's

Nancy is learning to cook.
She makes lunch for Sandy on Saturday.
The ham is stuck to the pan.
The buns are as hard as rocks.
Lunch does not go very well.

2. Read and Write

Read each sentence about the story. Write the word that fits.

ham
learning
lunch
not
yet

Sandy can cook, but Nancy is just ________________.

Nancy cooks ________________ for Sandy on Saturday.

The food is ________________ very good.

They cannot eat the ________________ and buns.

Nancy is not a good cook ________________.

3. Words to Know Review

Read each sentence. Write the word that fits.

back
does
learning
quite
sounds
writes

Push hard when the door ________________ not close.

My children are ________________ to swim.

Her pet makes ________________ in the shed.

Ted ________________ to his friends on their birthdays.

Vicky likes to cook ________________ a bit.

He will be ________________ in the city on Saturday.

4. How Do You Know? Read the stories. Answer the questions. Read your answers.

A. Ted writes well.
He writes quite a bit at work.
He writes for fun on Saturday and Sunday.
When he writes, he feels good.

Does Ted like to write? How do you know?

B. It is Vicky's birthday.
Her friends want it to be a very good birthday.
They give Vicky a new television.
Vicky is quite happy with the television.

Does Vicky like her new television? How do you know?

5. Write Sentences Use all the words. Read your sentences.

A. calls plumber Saturday

B. I cold January

C. get pet soon

D. huff puff run

▶ Lesson 24: B & C Blends

1. **Read and Think** Read the story. Answer the questions.

____

Quinn wants to clean the broom closet. It is very full. When she opens the door, clutter spills down. It makes quite a mess. Quinn picks up the clutter. Soon she has a clean closet for her broom and her mop.

A. Pick the better title. Write it on the line above the story.
_____ (1) A New Broom
_____ (2) A Clean Closet

B. What happens when Quinn opens the closet door?
_____ (1) Clutter spills down.
_____ (2) Quinn has a bug in the closet.

C. What does Quinn put in the closet?
_____ (1) a club and a mop
_____ (2) a broom and a mop

2. **Write Sentences** Use all the words. Read your sentences.

A. sweeps crumbs broom

____

B. close door closet

____

C. pick clothes cleaner

____

D. keep vegetables crock

____

▶ Lesson 25: D & F Blends

1. Read and Think Read the story. Answer the questions.

____

Valentine's Day is hard work for Frank. It is hard to fill all of the flower orders. Fresh flowers clutter the box in Frank's truck. As Frank drives, the flowers do not flip over. They do not drop on the floor. Frank does a good job with a truck full of flowers.

A. Pick the better title. Write it on the line above the story.

_____ (1) A Truck Full of Flowers
_____ (2) Frank Orders Some Flowers

B. Why is Valentine's Day hard for Frank?

_____ (1) He does not get a valentine.
_____ (2) His truck is very full of flowers.

C. What can you tell about Frank?

_____ (1) He works hard.
_____ (2) He does not like flowers.

2. Write Sentences Use all the words. Read your sentences.

A. flowers drip water

____

B. fresh fish shop

____

C. crock break drop

____

D. flip over floor

____

Lesson 26: G & P Blends

1. Read and Think Read the story. Answer the questions.

____

Sandy is proud of her diploma. She is glad to have her job at Grand Press. Sandy works Monday to Friday. Now and then she works on a Saturday. The men and women at Grand Press like Sandy. They can tell Sandy is a good worker.

A. Pick the better title. Write it on the line above the story.

_____ (1) Sandy's New Job
_____ (2) Sandy Works on Saturday

B. When does Sandy work?

_____ (1) Monday to Friday
_____ (2) Saturday to Monday

C. Why do the men and women at Grand Press like Sandy?

_____ (1) She has her GED diploma.
_____ (2) She is a good worker.

2. Write Sentences Use all the words. Read your sentences.

A. graduation program April

____

B. He applies job

____

C. gets diploma proud

____

D. happy friends plan

____

Lesson 27: S Blends

1. Read and Think Read the story. Answer the questions.

____

Nancy is Stan's neighbor. She smells smoke on Thursday. It smells a bit like spaghetti sauce. Nancy comes to Stan's door.

Stan tells Nancy it is OK. He tells her what he did to the sauce. Nancy tells Stan, "Do not sleep when you cook!"

A. Pick the better title. Write it on the line above the story.
_____ (1) Stan Sleeps
_____ (2) Nancy Smells Smoke

B. What does Nancy do when she smells smoke?
_____ (1) She comes to Stan's door.
_____ (2) She makes spaghetti sauce.

C. What does Nancy tell Stan?
_____ (1) not to take a nap when he cooks
_____ (2) not to cook spaghetti sauce

2. Write Sentences Use all the words. Read your sentences.

A. cooks spaghetti stove

____

B. April flowers smell

____

C. quiz program Thursday

____

▶ Lesson 28: S & T Blends

1. Read and Think Read the story. Answer the questions.

____

At Twin Tree Hill, Ramon and Maria have fun. Ramon learns to ski, but he sticks to the easy slope. He does not want to skid again and fall.

Maria is proud when she learns to skate. She wants Ramon to skate with her. But Ramon is happy on his skis.

A. Pick the better title. Write it on the line above the story.
____ (1) Falls and Skids
____ (2) Fun at Twin Tree Hill

B. Why does Ramon stay on the easy slope?
____ (1) He does not want to skid and fall.
____ (2) He does not want to skate.

C. Why is Maria proud?
____ (1) She can ski.
____ (2) She can skate.

2. Write Sentences Use all the words. Read your sentences.

A. tries ski snow

____

B. kids love skate

____

C. Hal's children twins

____

Reading and Writing Review

1. Read the Story

The Graduation Party

Wayne plans a graduation party for Sandy. He cleans his house. He brings fresh flowers. He makes a crock of spaghetti. Twenty friends come to the party. They all have fun. So do Wayne and Sandy.

2. Read and Write

Read each sentence about the story. Write the word that fits.

crock
fresh
graduation
spaghetti
twenty

Wayne has a party for Sandy's _______________.

Wayne puts _______________ flowers in a vase.

He makes _______________ for the party.

He cooks it in a giant _______________.

There are _______________ friends at the party.

3. Words to Know Review

Read each sentence. Write the word that fits.

keeps   over   pick   sauce   shop

I plan to _______________ up the children on Thursday.

Pat has to _______________ for food today.

Wayne comes _______________ again on Sunday.

Sandy _______________ her diploma on her desk.

Stan tries to stir the _______________ well.

4. Read and Think Read the story. Answer the questions.

____

Ramon and Maria take the subway into the city. They want to shop for clothes. Ramon tries on twenty jackets, but does not find a jacket he likes.

Maria finds a dress with red flowers on it. She tries it on. She likes it. She pays for it. Then Ramon and Maria go back to the subway.

A. Pick the better title. Write it on the line above the story.

_____ (1) Ramon and Maria Shop for Clothes
_____ (2) Ramon and Maria Take the Subway

B. Does Ramon find a jacket he likes?

_____ (1) yes
_____ (2) no

C. What does Maria find at a shop?

_____ (1) a red dress
_____ (2) a dress with red flowers

5. Write Sentences Use all the words. Read your sentences.

A. today plans mop

____

B. see again soon

____

C. Wednesday programs good

____

Answer Key

▼ Lesson 1: Bb (p. 4)

1. **Words to Know**
   book bank cab
2. **Read and Write**
   The bank **is** closed.
   The book is closed.
   The bookstore is **open** Sunday.
   The bank is **closed.**
   The **bookstore** is open.

▼ Lesson 2: Dd (p. 5)

1. **Words to Know**
   desk window shade
2. **Read and Write**
   Don has **an** office.
   Don is **in** the office.
   Don's **desk** is full.
   The window is closed in **December.**
   Don's **door** is closed Sunday.

▼ Lesson 3: Ff (p. 6)

1. **Words to Know**
   coffee fish half
2. **Read and Write**
   Frank and **his** friends eat fast food.
   Frank eats fish **and** french fries.
   Frank drinks his **coffee.**
   Frank eats fish on **Friday.**
   His friends **drink** coffee in December.

▼ Lesson 4: Hh (p. 7)

1. **Words to Know**
   house hand hose
2. **Read and Write**
   Hal has an **old** hose in his cab.
   He opens his **hood.**
   He puts in a new hose.
   The cab door is **half** open.
   He closes the old door.

▼ Lesson 5: Gg and Jj (pp. 8–9)

1. **Words to Know**
   wagon jacket gate
   garage dig garden
2. **Read and Write**
   Jan and Gus open the **garden** gate.
   They **dig** up the garden.
   They grow **vegetables** in the garden.
   Gus **gives** Jan his old jacket.
   It has a giant **hole** in the hood.
   Jan puts the jacket in the **garage.**
3. **Key Words Review**
   Gus and Jan **grow** food in the garden.
   They can eat the vegetables in July.
   They can eat them in **August.**
   They give vegetables **to** friends.

▼ Reading and Writing Review (pp. 10–11)

2. **Read and Write**
   Don opens a new book in the **bookstore.**
   The book in his hand is on **gardens.**
   He gives the book to his **friend** Jan.
4. **Key Words Review**
   The new bookstore is **open** in July.
   Jan's bank is closed on **Sunday.**
   Gus has an old wagon **in** the garage.
   Frank **puts** a new door on his house in May.
   He and his friends **eat** vegetables on Friday.
5. **What's the Order?**
   2 Jan gives Frank a new jacket.
   1 Frank has an old jacket.
   3 He opens the new jacket and puts it on.
6. **Write Sentences** Possible sentences:
   A. Hal is in the house.
   B. Put the hose in the garden.
   C. They eat fish on Sunday.
   D. The window is open in August.
   E. Don gives coffee to his friend.

▼ Lesson 6: Cc and Kk (pp. 12–13)

1. **Words to Know**
   key truck car
2. **Read and Write**
   She parks the **truck** in the shade.
   She opens the food.
   Vicky and **her** kids eat the food.
   The kids are **full.**
   The **park** is full in August.
   The **kids** have friends in the park.
   Vicky **drives** them to her house.
   Her **key** opens the door.
   She puts the truck in the **garage.**
3. **Key Words Review**
   Vicky drives her truck to **work** on Friday.
   She puts the keys in **her** jacket.
   Jan **drives** her car to work on Friday.
   She puts the keys in her office.
5. **Write Sentences** Possible sentences:
   A. She drives her car to the bank.
   B. They have a new car.
   C. He puts the car in the garage.
   D. She gives the keys to her friend.

▼ Lesson 7: Ll (p. 14)

1. **Words to Know**
   children love laundry
2. **Read and Write**
   Hal has to clean the children's **clothes.**
   He will be at the **Laundromat** on Tuesday.
   He **will** clean the laundry.
   The **children** will have clean clothes on Labor Day.

▼ Lesson 8: Mm (p. 15)

1. **Words to Know**
   woman money arm
2. **Read and Write**
   They **pay** for some food and drinks.
   Ramon puts his hand on Maria's **arm.**
   They go **into** the movie.
   They love the man and woman in the **movie.**
3. **Write Sentences** Possible sentences:
   A. They will go to a movie.
   B. The man pays for fish.
   C. The woman wants to go to a movie.

▼ Lesson 9: Nn (p. 16)

1. **Words to Know**
   newspaper nail dinner
2. **Read and Write**
   Stan has dinner with his new **neighbor.**
   On **Wednesday** he gets food for dinner.
   He and Nancy eat fish **with** vegetables.
   Stan and Nancy **are** full.

▼ Lesson 10: Pp (p. 17)

1. **Words to Know**
   happy pipe stop
2. **Read and Write**
   She wants to **stop** the drip.
   She calls a **plumber** for this problem.
   On Monday, the plumber puts in a new **pipe.**
   Pat is **happy** with the plumber.
3. **Write Sentences** Possible sentences:
   A. She calls the plumber on Wednesday.
   B. The plumber will work on the problem.
   C. He will be happy to stop the drip.

▼ Lesson 11: Qq (p. 18)

1. **Words to Know**
   square quarter quart
2. **Read and Write**
   The new **quiz** show is on.
   Quinn **answers** the easy questions.
   On some questions Quinn is **quiet.**
   She likes this new quiz **show.**

▼ Lesson 12: Rr (p. 19)

1. **Words to Know**
   water rainy morning
2. **Read and Write**
   A window is open and water **comes** in.
   Ramon closes the window and cleans up the **water.**
   He and Maria drink their **morning** coffee.
   They get in **their** car and go to work.
3. **Write Sentences** Possible sentences:
   A. His radio is in the house.
   B. In March it can be rainy.
   C. The quiz show is on in the morning.

▼ Reading and Writing Review (pp. 20–21)

2. **Read and Write**
   Nancy wants to **go** to a quiet, happy movie.
   On Tuesday she calls Quinn to go **with** her.
   Quinn and Nancy go to a movie on **Tuesday.**
4. **Key Words Review**
   The radio is **next** to the door.
   Ramon has a **problem** at work.
   Stan wants to have dinner **with** Nancy, so he calls her.
   The plumber **must** stop the water drip on Tuesday.
   On Wednesday Hal gives his children **some** quarters.
5. **What Do You Think?**
   Yes No No
6. **Write Sentences** Possible sentences:
   A. Vicky will drive to the Laundromat.
   B. Stan gets up in the morning.
   C. They are at the bank.

▼ Lesson 13: Cc and Ss (pp. 22–23)

1. **Words to Know**
   pencil city sisters
2. **Read and Write**
   She must **study** for her GED.
   She is in **school** to study for the GED.
   Her school is in the **city.**
   Nancy is Sandy's **sister.**
   Nancy is a **nurse.**
   She helps her **sister** Sandy study.
   Sandy has some **hard** questions to answer.
   Nancy **helps** her with the hard questions.
   Sandy can **answer** the easy questions.
3. **Key Words Review**
   Nancy has a **job** in the city.
   She works **hard** at her job.
   Sandy wants to have a new job in **June.**
   Her GED will **help** her get a job.
5. **Write Sentences** Possible sentences:
   A. It can be hard to get a job.
   B. Sandy likes to study with a pencil.
   C. Gus drinks soda in June.

▼ Lesson 14: Tt (p. 24)

1. **Words to Know**
   train exit telephone
2. **Read and Write**
   He **takes** a trip to the city in September.
   His **suitcase** is full of clothes.
   He drinks some coffee on the **train.**
   He eats some food, **too.**

▼ Lesson 15: Vv (p. 25)

1. **Words to Know**
   stove vase television

2. Read and Write
It is **February** 14, Valentine's Day.
Vicky puts some food on the **stove.**
She gives Tony his **valentine.**
Next they eat a **very** good dinner.

3. Write Sentences Possible sentences:
A. The television show is very good.
B. I want to get a new vase.
C. I give a valentine to my friend.

▼ Lesson 16: Ww (p. 26)

1. Words to Know
swim woods sidewalk

2. Read and Write
They walk in the **woods** next to Wayne's house.
Yo-Yo **starts** to dig a giant hole.
Then he swims in the water and gets **wet.**
Wayne will have to **wash** Yo-Yo.

3. Write Sentences Possible sentences:
A. The sidewalk gets wet in the rain.
B. Wayne walks in the quiet woods.
C. Wayne wants to swim on Wednesday.

▼ Lesson 17: Yy (p. 27)

1. Words to Know
yawn year yield

2. Read and Write
This year, some friends have a party for Wayne.
They want Wayne to have a happy **birthday.**
The party is at **Vicky's** house.
Vicky has food, drinks, and a very good birthday **cake.**

3. Write Sentences Possible sentences:
A. Wayne yawns in the morning.
B. The children go to school in November.

▼ Lesson 18: Xx and Zz (p. 28)

1. Words to Know
box pizza zipper

2. Read and Write
They call and **order** a large pizza for dinner.
The pizza comes, and they open the **box.**
They eat **all** of the pizza and drink cans of soda.
Then they **feel** very full.

▼ Reading and Writing Review (pp. 29–30)

2. Read and Write
Sandy **starts** to walk and swim for exercise.
She walks on the city **sidewalks.**
On Mondays, Nancy **swims** with her.
The exercise **helps** Sandy feel good.

4. Key Words Review
Sandy's clothes start to **feel** too large in June.
They will **all** take a trip this November.
In **September,** children go to school and study.
Pat orders a birthday **cake** for a party in October.
I will work hard to get a **good** job in February.

5. How Do You Know?
We know Don is happy to be with Pat because he tells her he loves her.

6. Write Sentences Possible sentences:
A. I like to walk to work in June.
B. He will wash the stove in the morning.
C. She loves to swim in the rain.

▼ Lesson 19: Short a (p. 31)

2. Read and Write
Pat gets a new tabby **cat** for Nancy.
The **fat** cat eats Nancy's food.
It takes a **nap** on Nancy's new hat.
Nancy makes Pat take the cat **back.**

3. Write Sentences Possible sentences:
A. I like to take a nap in the morning.
B. Wayne sat in the back of the cab.
C. This movie is not very good.
D. She makes very good apple jam.

▼ Lesson 20: Short e (p. 32)

2. Read and Write
Sandy gets a job with a **vet.**
She works at The Happy Vet on Sunday and **Wednesday.**
She gives the pets food and cleans up their **beds.**

3. Write Sentences Possible sentences:
A. Quinn has a new dress for the party.
B. Don must sell his red truck.
C. They give their pet some food.
D. It sounds like a cat is in the shed.

▼ Lesson 21: Short i (p. 33)

2. Read and Write
Vicky's friends come to her house for **dinner.**
Vicky **grills** fish for them.
As Vicky grills, her friends just sit.
Vicky's friends **do** not help with dinner at all.

3. Write Sentences Possible sentences:
A. Frank will not quit his job.
B. I will pay the dinner bill.
C. She likes to eat very thick pizza.
D. He will cook some vegetables on the grill.

▼ Lesson 22: Short o (p. 34)

2. Read and Write
When Don takes a jog, the **fog** is thick.
Don hits a **rock** in the thick fog.
They **stop** and go back to the house.
Don **does** not want to jog until Saturday.

3. Write Sentences Possible sentences:
A. The children fell down the hill.
B. Don tells his dog to sit.
C. Bob sits on the rock.
D. The party is at the house down the block.

▼ Lesson 23: Short u (p. 35)

2. Read and Write
When Gus works, he eats **cold** food for lunch.
He drinks a **jug** of water.
Gus likes to eat lunch on the **bluff** in the sun.
He got his truck **stuck** on the bluff.

3. Write Sentences Possible sentences:
A. Pat fills the tub with water.
B. They want to run in the morning.
C. She gives him a giant hug.
D. Gus loves to get back rubs.

▼ Reading and Writing Review (pp. 36–37)

2. Read and Write
Sandy can cook, but Nancy is just **learning.**
Nancy cooks **lunch** for Sandy on Saturday.
The food is **not** very good.
They cannot eat the **ham** and buns.
Nancy is not a good cook **yet.**

3. Words to Know Review
Push hard when the door **does** not close.
My children are **learning** to swim.
Her pet makes **sounds** in the shed.
Ted **writes** to his friends on their birthdays.
Vicky likes to cook **quite** a bit.
He will be **back** in the city on Saturday.

4. How Do You Know? Possible sentences:
A. Ted likes to write. He feels good when he writes.
B. Vicky likes her new television. She is quite happy with it.

5. Write Sentences Possible sentences:
A. Wayne calls a plumber on Saturday.
B. I get very cold in January.
C. She wants to get a new pet soon.
D. I huff and puff when I run.

▼ Lesson 24: B & C Blends (p. 38)

1. Read and Think
A. (2) A Clean Closet
B. (1) Clutter spills down.
C. (2) a broom and a mop

2. Write Sentences Possible sentences:
A. He sweeps the crumbs with a broom.
B. Close the door to the closet.
C. I pick up my clothes at the cleaner.
D. They keep some vegetables in the crock.

▼ Lesson 25: D & F Blends (p. 39)

1. Read and Think
A. (1) A Truck Full of Flowers
B. (2) His truck is very full of flowers.
C. (1) He works hard.

2. Write Sentences Possible sentences:
A. The fresh flowers drip water on the floor.
B. He gets fresh fish at the shop.
C. The crock will break when you drop it.
D. The flowers flip over on the floor.

▼ Lesson 26: G & P Blends (p. 40)

1. Read and Think
A. (1) Sandy's New Job
B. (1) Monday to Friday
C. (2) She is a good worker.

2. Write Sentences Possible sentences:
A. Her graduation program will be in April.
B. He applies for a new job in May.
C. When she gets her diploma, I will be proud.
D. I am happy my friends plan a trip.

▼ Lesson 27: S Blends (p. 41)

1. Read and Think
A. (2) Nancy Smells Smoke
B. (1) She comes to Stan's door.
C. (1) not to take a nap when he cooks

2. Write Sentences Possible sentences:
A. Stan cooks spaghetti sauce on the stove.
B. In April the flowers smell fresh and good.
C. I like the quiz program on Thursday mornings.

▼ Lesson 28: S & T Blends (p. 42)

1. Read and Think
A. (2) Fun at Twin Tree Hill
B. (1) He does not want to skid and fall.
C. (2) She can skate.

2. Write Sentences Possible sentences:
A. Quinn tries to ski on the snow.
B. My kids love to skate.
C. Hal's children are twins.

▼ Reading and Writing Review (pp. 43–44)

2. Read and Write
Wayne has a party for Sandy's **graduation.**
Wayne puts **fresh** flowers in a vase.
He makes **spaghetti** for the party.
He cooks it in a giant **crock.**
There are **twenty** friends at the party.

3. Words to Know Review
I plan to **pick** up the children on Thursday.
Pat has to **shop** for food today.
Wayne comes **over** again on Sunday.
Sandy **keeps** her diploma on her desk.
Stan tries to stir the **sauce** well.

4. Read and Think
A. (1) Ramon and Maria Shop for Clothes
B. (2) no
C. (2) a dress with red flowers

5. Write Sentences Possible sentences:
A. Today Sandy plans to mop the floor.
B. I will see you again soon.
C. On Wednesday the programs are good.

Voyager

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

Foundation Workbook
F

Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

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Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

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Puzzles

Voyager

Reading and Writing for Today's Adults

F

Terrie L. Lipke

New Readers Press

Voyager: Reading and Writing for Today's Adults™
Puzzles for Voyager Foundation Book
ISBN 1-56420-240-2

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Answer Key 35

LESSON 1

Look across (→) to find the words listed at the bottom. Circle the words in the puzzle. The first one is done for you.

C	F	P	B	A	N	K	V
D	T	H	E	F	I	P	N
S	G	C	L	O	S	E	D
O	P	E	N	L	T	X	U
K	Y	A	Z	H	C	A	B
R	S	U	B	W	A	Y	E
B	Q	B	O	O	K	J	W
S	U	N	D	A	Y	M	L

- ✓BANK
- BOOK
- CAB
- CLOSED
- OPEN
- SUBWAY
- SUNDAY
- THE

Answers on page 35.

LESSON 2

Use the numbers to find the letters that make new words from Lesson 2. Then read the words. The first one is done for you.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. h a s
8 1 19

2. ___ ___ ___ ___
4 5 19 11

3. ___ ___ ___ ___ ___
19 8 1 4 5

4. ___ ___ ___ ___
4 15 15 18

5. ___ ___ ___ ___ ___ ___
15 6 6 9 3 5

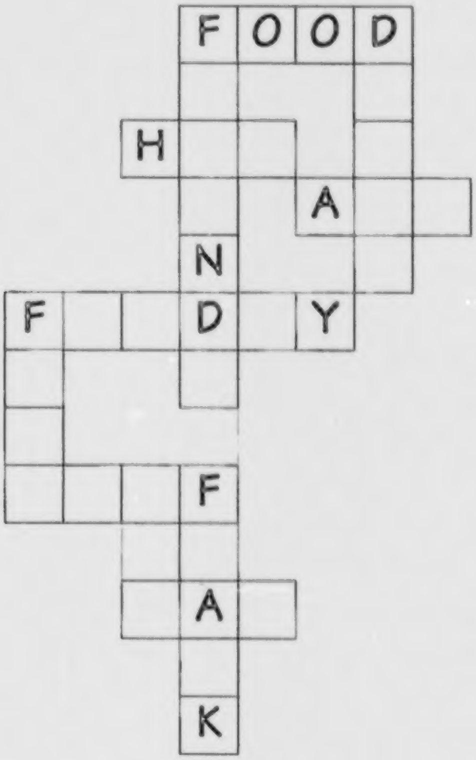
6. ___ ___ ___ ___
6 21 12 12

7. ___ ___ ___ ___ ___ ___
23 9 14 4 15 23

Answers on page 35.

LESSON 3

Use the word list at the bottom to fill in the missing letters.
The first one is done for you.



AND
DRINK
EAT
FISH
✓FOOD
FRANK
FRIDAY
FRIENDS
HALF
HIS

Answers on page 35.

LESSON 4

Use the numbers to find the letters that make new words from Lesson 4. Then read the words.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. ___ ___ ___
   14 5 23

2. ___ ___ ___ ___
   8 1 14 4

3. ___ ___ ___ ___
   8 15 19 5

4. ___ ___ ___
   15 12 4

5. ___ ___ ___ ___ ___
   8 15 21 19 5

6. ___ ___ ___ ___
   16 21 20 19

7. ___ ___ ___ ___
   8 15 12 5

Answers on page 35.

LESSON 5

Look across (→) to find the words listed at the bottom. Circle the words in the puzzle.

G	R	O	W	H	J	A
M	P	L	K	D	I	G
V	F	Q	G	A	T	E
E	G	A	R	A	G	E
S	I	W	A	G	O	N
G	A	R	D	E	N	B
N	C	G	I	A	N	T
D	J	A	C	K	E	T

DIG
GARAGE
GARDEN
GATE
GIANT
GROW
JACKET
WAGON

Answers on page 35.

LESSON 6

Use the numbers to find the letters that make words.
Then read the words.

a	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**	**j**	**k**	**l**	**m**
1	2	3	4	5	6	7	8	9	10	11	12	13
n	**o**	**p**	**q**	**r**	**s**	**t**	**u**	**v**	**w**	**x**	**y**	**z**
14	15	16	17	18	19	20	21	22	23	24	25	26

1. ____ ____ ____ ____
23 15 18 11

2. ____ ____ ____ ____ ____ ____
4 18 9 22 5 19

3. ____ ____ ____ ____
16 1 18 11

4. ____ ____ ____ ____ ____
20 18 21 3 11

5. ____ ____ ____
3 1 14

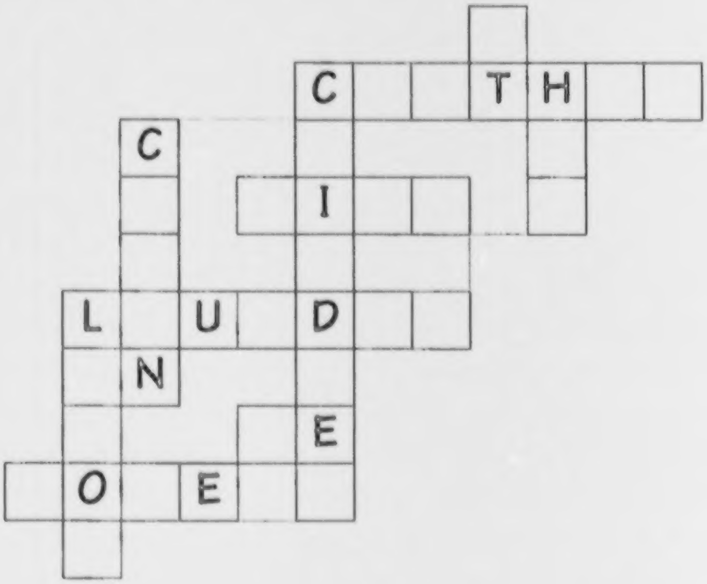
6. ____ ____ ____ ____
11 9 4 19

7. ____ ____ ____   ____ ____ ____
3 1 18   11 5 25

Answers on page 35.

LESSON 7

Use the word list at the bottom to fill in the missing letters.



AN
AT
CHILDREN
CLEAN
CLOTHES
HE
HER
LABOR
LAUNDRY
LOVE
WILL

Answers on page 36.

LESSON 8

Look across (→) to find the words listed at the bottom. Circle the words in the puzzle.

A	H	P	K	V	G	A	R	M	I
W	O	M	A	N	S	R	Z	Q	A
L	B	H	D	M	O	N	E	Y	C
V	P	A	Y	D	V	E	M	S	W
T	W	C	V	F	O	R	I	A	Y
M	A	R	I	A	Q	J	R	Q	N
G	J	U	H	Z	I	N	T	O	D
E	F	K	W	A	N	T	B	G	X
Y	S	R	K	F	P	S	O	M	E
O	T	M	O	V	I	E	L	B	U

ARM
FOR
INTO
MARIA
MONEY
MOVIE
PAY
SOME
WANT
WOMAN

Answers on page 36.

LESSON 9

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will have a saying that means "just right." The first word is done for you.

fo_o_d (1)

___ail (2)

nex___ (3)

wit___ (4)

n___wspaper (5)

___an (6)

neighb___r (7)

di___ner (8)

g___t (9)

Nanc___ (10)

dinner
✓food
get
man
nail
Nancy
neighbor
newspaper
next
with

_o_ ___   ___ ___ ___   ___ ___ ___ ___ ___
1 2   3 4 5   6 7 8 9 10

Answers on page 36.

LESSON 10

Use the numbers to find the letters that make words.
Then read the words.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. ___ ___ ___ ___
3 1 12 12

2. ___ ___ ___ ___ ___
4 18 9 16 19

3. ___ ___ ___ ___ ___
8 1 16 16 25

4. ___ ___ ___ ___
16 9 16 5

5. ___ ___ ___ ___ ___ ___ ___
16 12 21 13 2 5 18

6. ___ ___ ___ ___
19 20 15 16

7. ___ ___ ___ ___ ___ ___ ___
16 18 15 2 12 5 13

8. ___ ___ ___ ___
23 15 18 11

Answers on page 36.

LESSON 11

Look across (→) to find the words listed at the bottom. Circle the words in the puzzle.

H	L	I	K	E	B	U	F	D	I	A
G	W	S	Q	U	A	R	T	E	R	Y
S	O	M	E	H	I	B	X	C	J	K
N	U	G	I	Q	S	Q	U	A	R	E
Z	V	A	O	G	E	A	S	Y	D	V
Y	M	L	S	C	B	S	H	O	W	T
F	X	Q	U	E	S	T	I	O	N	F
P	R	N	Y	A	N	S	W	E	R	S
K	W	E	D	N	E	S	D	A	Y	B
Q	J	Z	S	R	L	Q	U	I	E	T

ANSWERS
EASY
LIKE
QUARTER
QUESTION
QUIET
SHOW
SOME
SQUARE
WEDNESDAY

Answers on page 36.

LESSON 12

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will see what to wear on a wet day.

$\underset{1}{\underline{\quad\quad}}$adio

w$\underset{2}{\underline{\quad\quad}}$ter

the$\underset{3}{\underline{\quad\quad}}$r

mor$\underset{4}{\underline{\quad\quad}}$ing

$\underset{5}{\underline{\quad\quad}}$ar

qu$\underset{6}{\underline{\quad\quad}}$rt

Mar$\underset{7}{\underline{\quad\quad}}$h

wor$\underset{8}{\underline{\quad\quad}}$

com$\underset{9}{\underline{\quad\quad}}$s

mus$\underset{10}{\underline{\quad\quad}}$

comes
jar
March
morning
must
quart
radio
their
water
work

$\underset{1}{\underline{\quad\quad}}\ \underset{2}{\underline{\quad\quad}}\ \underset{3}{\underline{\quad\quad}}\ \underset{4}{\underline{\quad\quad}}\quad\quad \underset{5}{\underline{\quad\quad}}\ \underset{6}{\underline{\quad\quad}}\ \underset{7}{\underline{\quad\quad}}\ \underset{8}{\underline{\quad\quad}}\ \underset{9}{\underline{\quad\quad}}\ \underset{10}{\underline{\quad\quad}}$

Answers on page 36.

REVIEW—UNITS 1 & 2

Use the numbers to find the letters that make words from Units 1 and 2. Then read the words.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. ___ ___ ___ ___   ___ ___ ___ ___ ___
15 16 5 14   8 15 21 19 5

2. ___ ___ ___ ___ ___   ___ ___ ___ ___
23 1 20 5 18   16 9 16 5

3. ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___ ___
3 12 5 1 14   3 12 15 20 8 5 19

4. ___ ___ ___ ___   ___ ___ ___ ___
14 5 24 20   4 15 15 18

5. ___ ___ ___   ___ ___ ___ ___ ___ ___
15 12 4   6 18 9 5 14 4

6. ___ ___ ___ ___   ___ ___ ___ ___ ___
5 1 19 25   13 15 14 5 25

7. ___ ___ ___ ___ ___ ___ ___ ___ ___   ___ ___ ___ ___ ___ ___
22 5 7 5 20 1 2 12 5   7 1 18 4 5 14

Answers on page 37.

LESSON 13

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will have a phrase that means "very strong."

___elp
1

subw___y
2

nu___se
3

stu___y
4

___nswer
5

si___ter
6

pe___cil
7

S___ndy
8

c___ty
9

schoo___
10

___oda
11

answer
city
help
nurse
pencil
Sandy
school
sister
soda
study
subway

___ ___ ___ ___   ___ ___   ___ ___ ___ ___ ___
1 2 3 4   5 6   7 8 9 10 11

Answers on page 37.

LESSON 14

Look across (→) to find the words listed at the bottom.
Circle the words in the puzzle.

A	E	X	I	T	K	L	D	V	Y	G	F
F	B	S	U	I	T	C	A	S	E	K	B
S	U	T	G	Q	H	W	T	A	K	E	S
J	O	B	R	Z	C	J	R	I	H	A	E
K	H	S	T	U	E	S	D	A	Y	L	Q
G	T	R	A	I	N	C	V	R	T	P	F
Z	N	E	Z	J	D	X	T	O	N	Y	C
T	E	L	E	P	H	O	N	E	U	J	X
O	P	M	O	T	R	I	P	M	Q	V	O
L	F	W	Q	S	T	E	L	L	N	T	B
Y	S	E	P	T	E	M	B	E	R	A	U
P	F	X	I	P	M	D	N	W	T	O	O

EXIT
JOB
SEPTEMBER

SUITCASE
TAKES
TELEPHONE

TELL
TONY
TOO

TRAIN
TRIP
TUESDAY

Answers on page 37.

LESSON 15

Use the numbers to find the letters that make words.
Then read the words.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	**o**	**p**	**q**	**r**	**s**	**t**	**u**	**v**	**w**	**x**	**y**	**z**
14	15	16	17	18	19	20	21	22	23	24	25	26

1. ___ ___ ___ ___
8 1 22 5

2. ___ ___ ___ ___ ___ ___
4 9 14 14 5 18

3. ___ ___ ___ ___ ___
19 20 15 22 5

4. ___ ___ ___ ___ ___ ___ ___ ___ ___
22 1 12 5 14 20 9 14 5

5. ___ ___ ___ ___
4 5 1 18

6. ___ ___ ___ ___
22 1 19 5

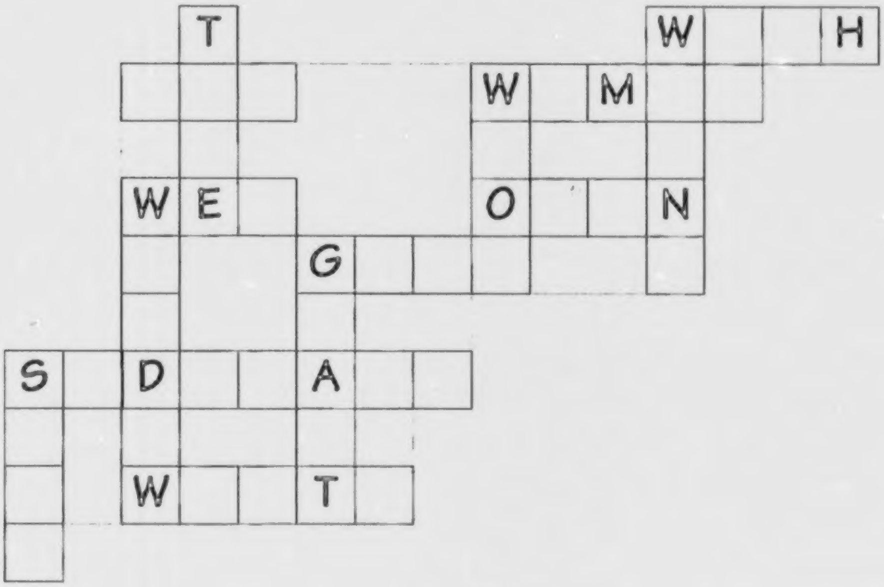
7. ___ ___ ___ ___
12 15 22 5

8. ___ ___ ___ ___ ___ ___ ___ ___ ___ ___
20 5 12 5 22 9 19 9 15 14

Answers on page 37.

LESSON 16

Use the word list at the bottom to fill in the missing letters.



AN
DAY
GIANT
GOOD
OVEN
SIDEWALK
SWIM
TAKE
WANTS
WASH
WAYNE
WET
WINDOW
WOMAN
WOOD

Answers on page 37.

LESSON 17

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will have a phrase that means "is the best."

ea___ 1

h___ppy 2

Vic___y 3

y___ll 4

thi___ 5

par___y 6

birt___day 7

y___ar 8

___hildren 9

y___wn 10

des___ 11

yi___ld 12

birthday
children
desk
eat
happy
party
this
Vicky
yawn
year
yell
yield

___ ___ ___ ___ ___   ___ ___ ___   ___ ___ ___ ___
1 2 3 4 5   6 7 8   9 10 11 12

Answers on page 37.

LESSON 18

Look across (→) to find the words listed at the bottom.
Circle the words in the puzzle.

F	P	M	J	B	K	O	R	D	E	R	A
G	R	L	A	R	G	E	Q	U	S	Y	D
X	V	E	H	C	V	K	T	W	B	O	X
J	N	O	V	E	M	B	E	R	V	Z	N
U	I	C	D	Z	I	P	P	E	R	L	P
M	A	R	C	H	E	C	L	Q	X	F	Q
W	F	V	P	L	M	T	B	F	E	E	L
B	X	D	V	E	R	Y	C	J	H	R	O
Q	H	N	S	X	J	A	L	L	I	A	B
H	K	M	O	R	N	I	N	G	Y	F	T
E	X	E	R	C	I	S	E	M	N	S	G
A	G	Y	I	Z	O	L	P	I	Z	Z	A

ALL
BOX
EXERCISE
FEEL
LARGE
MARCH
MORNING
NOVEMBER
ORDER
PIZZA
VERY
ZIPPER

Answers on page 38.

LESSON 19

Use the numbers to find the letters that make words.
Then read the words.

a	**b**	**c**	**d**	**e**	**f**	**g**	**h**	**i**	**j**	**k**	**l**	**m**
1	2	3	4	5	6	7	8	9	10	11	12	13
n	**o**	**p**	**q**	**r**	**s**	**t**	**u**	**v**	**w**	**x**	**y**	**z**
14	15	16	17	18	19	20	21	22	23	24	25	26

1. ___ ___ ___ ___
6 12 1 20

2. ___ ___ ___ ___ ___ ___ ___ ___
2 1 3 11 16 1 3 11

3. ___ ___ ___ ___ ___
17 21 9 20 5

4. ___ ___ ___
10 1 13

5. ___ ___ ___ ___ ___ ___ ___ ___ ___
3 18 1 2 1 16 16 12 5

6. ___ ___ ___ ___ ___ ___ ___
8 1 18 4 8 1 20

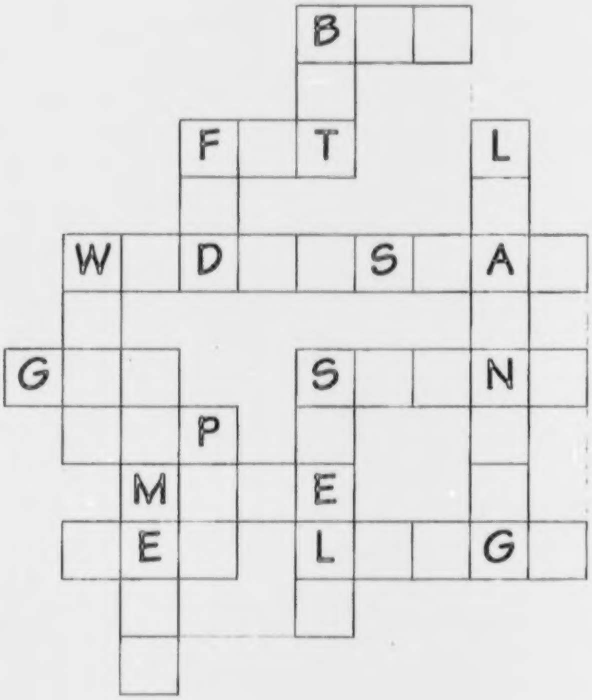
7. ___ ___ ___ ___
14 1 16 19

8. ___ ___ ___ ___ ___ ___ ___ ___
20 1 2 2 25 3 1 20

Answers on page 38.

LESSON 20

Use the word list at the bottom to fill in the missing letters.


B
F
T
L
W
D
S
A
G
S
N
P
M
E
E
L
G

BED
BUT
FAT
FED
GET
LARGE
LEARNING
MAKE
MESS
PAT
PET
SOUND
SPELL
WEDNESDAY
WHEN

Answers on page 38.

LESSON 21

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will have a phrase that means "the perfect thing."

$\underset{1}{___}$ob

q$\underset{2}{___}$it

fi$\underset{3}{___}$h

un$\underset{4}{___}$il

si$\underset{5}{___}$

t$\underset{6}{___}$eir

writ$\underset{7}{___}$

bi$\underset{8}{___}$

th$\underset{9}{___}$ck

pi$\underset{10}{___}$k

quic$\underset{11}{___}$

w$\underset{12}{___}$ll

hi$\underset{13}{___}$

bit
fish
hit
job
pick
quick
quit
sit
their
thick
until
well
write

$\underset{1}{\_\_\_}\ \underset{2}{\_\_\_}\ \underset{3}{\_\_\_}\ \underset{4}{\_\_\_}\qquad \underset{5}{\_\_\_}\ \underset{6}{\_\_\_}\ \underset{7}{\_\_\_}\qquad \underset{8}{\_\_\_}\ \underset{9}{\_\_\_}\ \underset{10}{\_\_\_}\ \underset{11}{\_\_\_}\ \underset{12}{\_\_\_}\ \underset{13}{\_\_\_}$

Answers on page 38.

LESSON 22

Look across (→) to find the words listed at the bottom. Circle the words in the puzzle.

B	K	R	O	C	K	I	H	R	L	Q	A
U	C	W	C	X	S	Y	D	O	E	S	Z
J	D	Y	T	R	T	O	P	G	F	M	O
F	R	O	G	D	E	D	W	I	X	G	F
V	T	J	K	S	A	T	U	R	D	A	Y
E	Q	I	M	O	C	K	H	P	F	N	E
N	O	W	S	J	F	P	F	K	O	U	M
L	F	O	G	Z	H	G	V	Y	X	O	P
U	E	V	K	T	U	C	O	P	S	A	L
N	R	L	Y	Q	Z	X	G	K	R	O	B
S	B	A	B	L	O	C	K	C	P	R	D
C	M	J	D	W	N	B	D	O	W	N	M

BLOCK
COPS
DOES
DOWN
FOG
FROG
MOCK
NOW
ROB
ROCK
SATURDAY
TOP

Answers on page 38.

LESSON 23

Use the numbers to find the letters that make words.
Then read the words.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. ___ ___ ___ ___ ___
   2 12 21 6 6

2. ___ ___ ___ ___   ___ ___ ___
   2 1 3 11   18 21 2

3. ___ ___ ___ ___
   16 21 19 8

4. ___ ___ ___ ___ ___
   19 20 21 3 11

5. ___ ___ ___ ___ ___   ___ ___ ___
   23 1 20 5 18   10 21 7

6. ___ ___ ___ ___
   3 12 21 2

7. ___ ___ ___ ___   ___ ___ ___ ___ ___
   3 15 12 4   12 21 14 3 8

8. ___ ___ ___   ___ ___ ___   ___ ___ ___
   8 9 20   1 14 4   18 21 14

Answers on page 38.

REVIEW—UNITS 3 & 4

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will have a phrase that tells you a fast way to cool off on a hot day.

par___y
1

h___m
2

doc___
3

sist___r
4

l___rge
5

___uite
6

f___n
7

gr___ll
8

___ell
9

kic___
10

goo___
11

sw___m
12

___lug
13

cell
dock
fun
good
grill
ham
kick
large
party
plug
quite
sister
swim

___ ___ ___ ___   ___   ___ ___ ___ ___ ___   ___ ___ ___
1 2 3 4   5   6 7 8 9 10   11 12 13

Answers on page 39.

LESSON 24

Look across (→) to find the words listed at the bottom.
Circle the words in the puzzle.

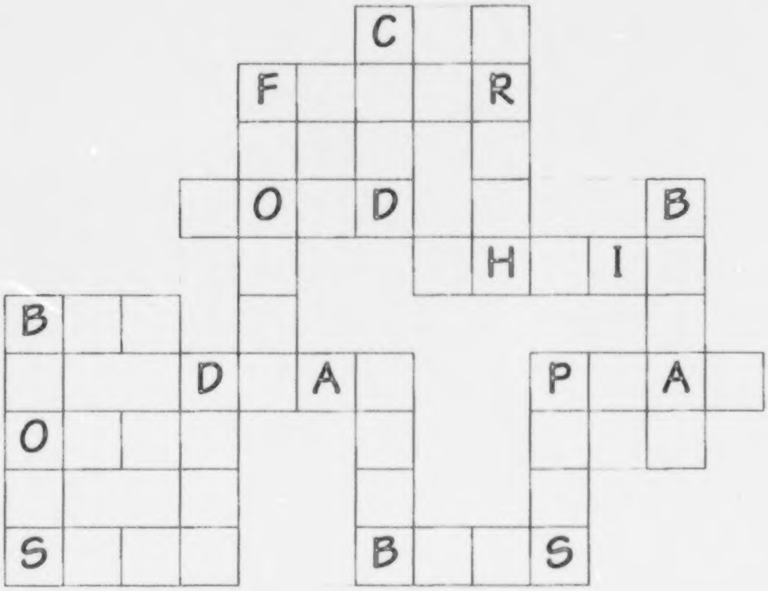
E	S	W	E	E	P	C	H	O	L	R	S
F	B	J	U	C	Q	B	R	U	S	H	G
Y	Z	A	B	R	I	N	G	D	M	W	R
C	L	F	N	I	D	Q	C	L	E	A	N
P	S	C	R	U	M	B	S	C	R	T	A
M	V	K	X	O	J	P	X	R	U	L	E
L	T	R	C	L	O	S	E	T	I	W	Y
O	S	P	I	L	L	K	H	D	B	J	G
E	U	B	P	G	C	L	U	T	T	E	R
I	V	K	N	W	K	E	E	P	S	H	L
X	F	E	U	B	L	E	S	S	Z	N	W
B	R	O	O	M	Q	F	T	M	J	V	A

BLESS
BRING
BROOM
BRUSH
CLEAN
CLOSET
CLUTTER
CRUMBS
KEEPS
RULE
SPILL
SWEEP

Answers on page 39.

LESSON 25

Use the word list at the bottom to fill in the missing letters.



BLOTS
BOX
BREAK
BUGS
COLD
DRAG
DROP
FLOOR
FLOWER
FRESH
GRUB
HOLD
OVER
PLAN
PUTS
SHOP
THEIR

Answers on page 39.

LESSON 26

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will have a phrase that means "dinner is ready."

s___hool
1

dipl___ma
2

gloo___
3

bett___r
4

___pplies
5

fi___d
6

gla___
7

___rand
8

pr___ss
9

gradua___ion
10

fam___ly
11

Sa___urday
12

applies
better
diploma
family
find
glad
gloom
graduation
grand
press
Saturday
school

___ ___ ___ ___   ___ ___ ___   ___ ___ ___   ___ ___!
1 2 3 4   5 6 7   8 9 10   11 12

Answers on page 39.

LESSON 27

Use the numbers to find the letters that make words. Then read the words.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

1. 19 12 5 5 16

2. 16 18 15 7 18 1 13

3. 2 21 19   19 20 15 16

4. 20 15 4 1 25

5. 8 15 20   19 1 21 3 5

6. 19 16 1 7 8 5 20 20 9

7. 19 13 5 12 12   19 13 15 11 5

8. 19 12 1 16   8 1 16 16 25

Answers on page 39.

LESSON 28

Use the word list below to fill in the missing letters. Then put the letters with numbers in the blanks at the bottom. You will have a phrase that means "let out anger."

Fe___ruary 1

___earn 2

sl___pe 3

sno___ 4

pr___ud 5

___all 6

scuf___ 7

trie___ 8

pas___ 9

skat___ 10

ag___in 11

tri___ 12

again
fall
February

learn
past
proud

scuff
skate
slope

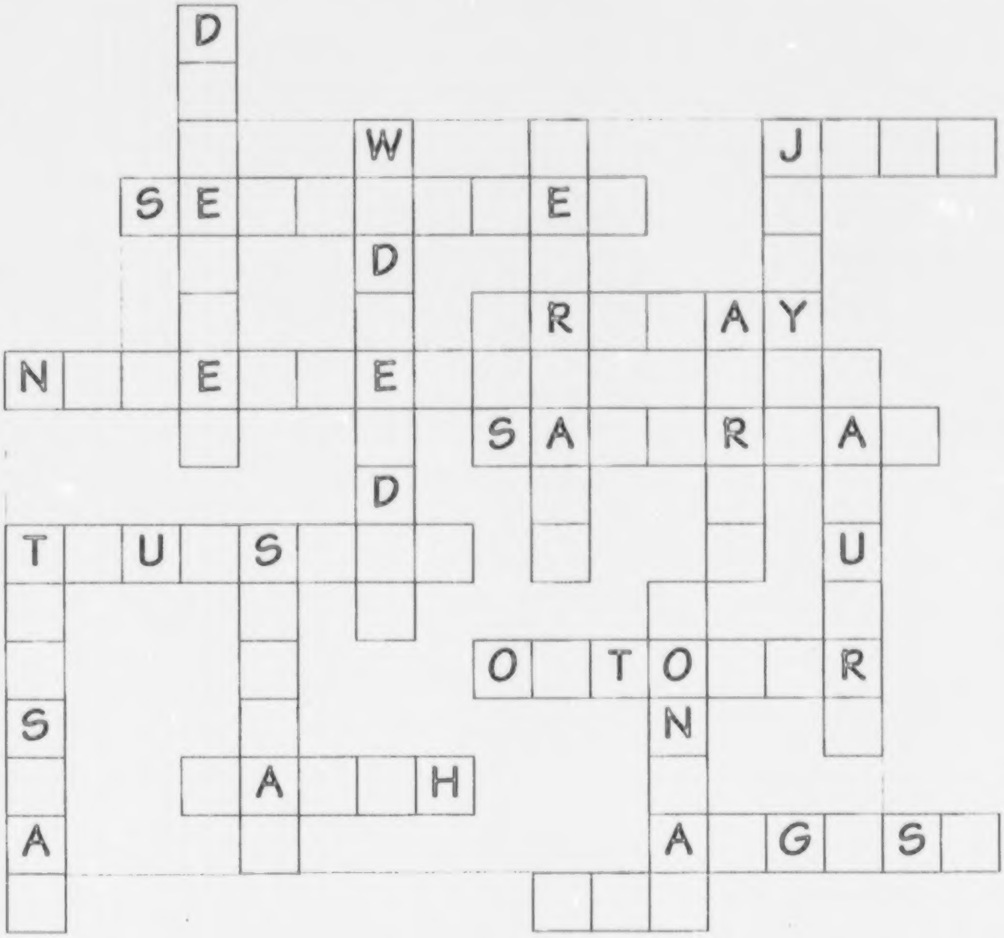
snow
tries
trim

___ ___ ___ ___   ___ ___ ___   ___ ___ ___ ___ ___
1 2 3 4   5 6 7   8 9 10 11 12

Answers on page 39.

REVIEW—FOUNDATION BOOK

Use the word list at the bottom to fill in the missing letters.


D
W J
S E E
D
R A Y
N E E
S A R A
D
T U S U
O T O R
S N
A H
A A G S

SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY

FRIDAY
SATURDAY

JANUARY
FEBRUARY

MARCH
APRIL
MAY
JUNE
JULY

AUGUST
SEPTEMBER
OCTOBER
NOVEMBER
DECEMBER

Answers on page 40.

ANSWER KEY

Lesson 1

C	F	P	B	A	N	K	V
D	T	H	E	F	I	P	N
S	G	C	L	O	S	E	D
O	P	E	N	L	T	X	U
K	Y	A	Z	H	C	A	B
R	S	U	B	W	A	Y	E
B	Q	B	O	O	K	J	W
S	U	N	D	A	Y	M	L

Lesson 2

1. has
2. desk
3. shade
4. door
5. office
6. full
7. window

Lesson 3

			F	O	O	D	
			R			R	
		H	I	S		I	
			E		A	N	D
			N			K	
F	R	I	D	A	Y		
I			S				
S							
H	A	L	F				
			R				
		E	A	T			
			N				
			K				

Lesson 4

1. new
2. hand
3. hose
4. old
5. house
6. puts
7. hole

Lesson 5

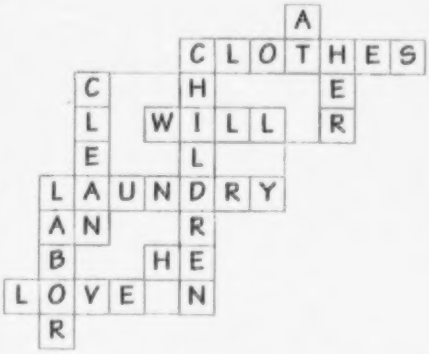
G	R	O	W	H	J	A
M	P	L	K	D	I	G
V	F	Q	G	A	T	E
E	G	A	R	A	G	E
S	I	W	A	G	O	N
G	A	R	D	E	N	B
N	C	G	I	A	N	T
D	J	A	C	K	E	T

Lesson 6

1. work
2. drives
3. park
4. truck
5. can
6. kids
7. car key

ANSWER KEY

Lesson 7



Lesson 8

A H P K V G A R M I
W O M A N S R Z Q A
L B H D M O N E Y C
V P A Y D V E M S W
T W C V F O R I A Y
M A R I A Q J R Q N
G J U H Z I N T O D
E F K W A N T B G X
Y S R K F P S O M E
O T M O V I E L B U

Lesson 9

food

nail

next

with

newspaper

man

neighbor

dinner

get

Nancy

on the money

Lesson 10

1. call
2. dripe
3. happy
4. pipe
5. plumber
6. stop
7. problem
8. work

Lesson 11

H L I K E B U F D I A
G W S Q U A R T E R Y
S O M E H I B X C J K
N U G I Q S Q U A R E
Z V A O G E A S Y D V
Y M L S C B S H O W T
F X Q U E S T I O N F
P R N Y A N S W E R S
K W E D N E S D A Y B
Q J Z S R L Q U I E T

Lesson 12

radio

water

their

morning

jar

quart

March

work

comes

must

rain jacket

ANSWER KEY

Review—Units 1 & 2

1. open house
2. water pipe
3. clean clothes
4. next door
5. old friend
6. easy money
7. vegetable garden

Lesson 13

help	pencil
subway	Sandy
nurse	city
study	school
answer	soda
sister	

hard as nails

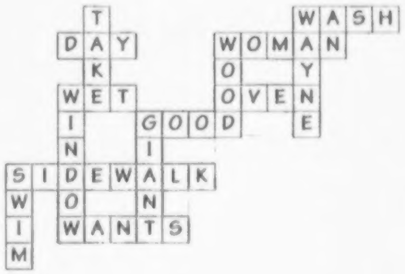
Lesson 14

A	E	X	I	T	K	L	D	V	Y	G	F	
F	B	S	U	I	T	C	A	S	E	K	B	
S	U	T	G	Q	H	W	T	A	K	E	S	
J	O	B	R	Z	C	J	R	I	H	A	E	
K	H	S	T	U	E	S	D	A	Y	L	Q	
G	T	R	A	I	N	C	V	R	T	P	F	
Z	N	E	Z	J	D	X	T	O	N	Y	C	
T	E	L	E	P	H	O	N	E	U	J	X	
O	P	M	O	T	R	I	P	M	Q	V	O	
L	F	W	Q	S	T	E	L	L	N	T	B	
Y	S	E	P	T	E	M	B	E	R	A	U	
P	F	X	I	P	M	D	N	W	T	O	O	

Lesson 15

1. have
2. dinner
3. stove
4. valentine
5. dear
6. vase
7. love
8. television

Lesson 16


TAKE
WASH
DAY
WOMAN
WOOD
WAYNE
WET
OVEN
WINDOW
GOOD
GIANT
SIDEWALK
SWIM
WANTS

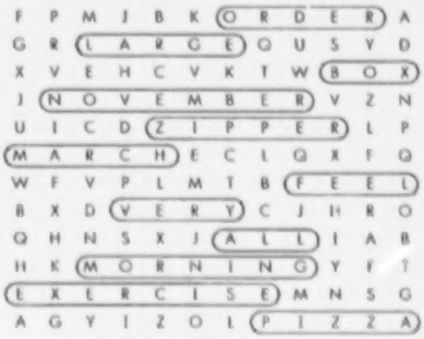
Lesson 17

eat	birthday
happy	year
Vicky	children
yell	yawn
this	desk
party	yield

takes the cake

ANSWER KEY

Lesson 18

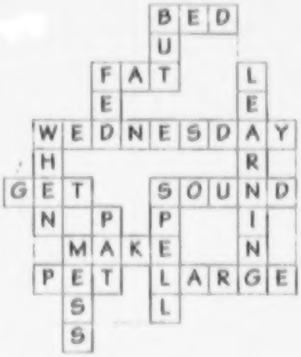


F	P	M	J	B	K	O	R	D	E	R	A
G	R	L	A	R	G	E	Q	U	S	Y	D
X	V	E	H	C	V	K	T	W	B	O	X
J	N	O	V	E	M	B	E	R	V	Z	N
U	I	C	D	Z	I	P	P	E	R	L	P
M	A	R	C	H	E	C	L	Q	X	F	Q
W	F	V	P	L	M	T	B	F	E	E	L
B	X	D	V	E	R	Y	C	J	H	R	O
Q	H	N	S	X	J	A	L	L	I	A	B
H	K	M	O	R	N	I	N	G	Y	F	T
E	X	E	R	C	I	S	E	M	N	S	G
A	G	Y	I	Z	O	L	P	I	Z	Z	A

Lesson 19

1. flat
2. back pack
3. quite
4. jam
5. crab apple
6. hard hat
7. naps
8. tabby cat

Lesson 20



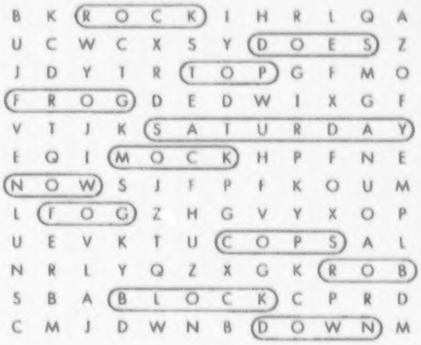
Lesson 21

job
quit
fish
until
sit
their
write

bit
thick
pick
quick
well
hit

just the ticket

Lesson 22



B	K	R	O	C	K	I	H	R	L	Q	A
U	C	W	C	X	S	Y	D	O	E	S	Z
J	D	Y	T	R	T	O	P	G	F	M	O
F	R	O	G	D	E	D	W	I	X	G	F
V	T	J	K	S	A	T	U	R	D	A	Y
E	Q	I	M	O	C	K	H	P	F	N	E
N	O	W	S	J	F	P	F	K	O	U	M
L	F	O	G	Z	H	G	V	Y	X	O	P
U	E	V	K	T	U	C	O	P	S	A	L
N	R	L	Y	Q	Z	X	G	K	R	O	B
S	B	A	B	L	O	C	K	C	P	R	D
C	M	J	D	W	N	B	D	O	W	N	M

Lesson 23

1. bluff
2. back rub
3. push
4. stuck
5. water jug
6. club
7. cold lunch
8. hit and run

ANSWER KEY

Review—Units 3 & 4

party
ham
dock
sister
large
quite
fun

grill
cell
kick
good
swim
plug

t a k e a q u i c k d i p

Lesson 24

E	S	W	E	E	P	C	H	O	L	R	S
F	B	J	U	C	Q	B	R	U	S	H	G
Y	Z	A	B	R	I	N	G	D	M	W	R
C	L	F	N	I	D	Q	C	L	E	A	N
P	S	C	R	U	M	B	S	C	R	T	A
M	V	K	X	O	J	P	X	R	U	L	E
L	T	R	C	L	O	S	E	T	I	W	Y
O	S	P	I	L	L	K	H	D	B	J	G
E	U	B	P	G	C	L	U	T	T	E	R
I	V	K	N	W	K	E	E	P	S	H	L
X	F	E	U	B	L	E	S	S	Z	N	W
B	R	O	O	M	Q	F	T	M	J	V	A

Lesson 25

						C		F				
				F	L	O	O	R				
				L		L		E				
			H	O	L	D		S			B	
				W			T	H	E	I	R	
B	O	X		E							E	
L			D	R	A	G			P	L	A	N
O	V	E	R			R			U		K	
T			O			U			T			
S	H	O	P			B	U	G	S			

Lesson 26

school
diploma
gloom
better
applies
find

glad
grand
press
graduation
family
Saturday

C o m e a n d g e t i t!

Lesson 27

1. s l e e p
2. p r o g r a m
3. b u s s t o p
4. t o d a y
5. h o t s a u c e
6. s p a g h e t t i
7. s m e l l s m o k e
8. s l a p h a p p y

Lesson 28

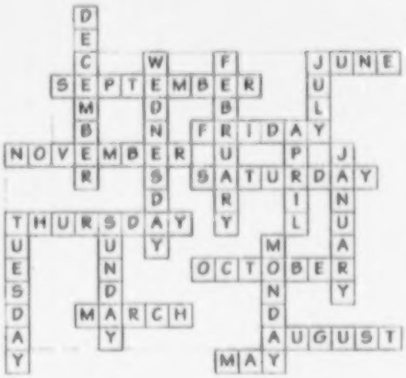
February
learn
slope
snow
proud
fall

sculf
tries
past
skate
again
trim

b l o w o f f s t e a m

ANSWER KEY

Review—Foundation Book



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Reading and Writing for Today's Adults

Voyager

F

New Readers Press

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273A

Lesson 1

▶ **Rule:** Alphabetical order is the order of the letters in the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A. Alphabetical Order Fill in the missing letters of the alphabet. The first one is done for you.

1. c d e **3.** g___i **5.** j___l **7.** t___v **9.** w___y

2. e___g **4.** i___k **6.** m___o **8.** u___w **10.** x___z

B. Alphabetical Order Use the first letter of each word to put the words in alphabetical order. The first one is done for you.

1.
cab ______ cab
Sunday ______ is
is ______ Sunday

2.
subway ______
bank ______
the ______

3.
Sunday ______
bookstore ______
open ______

4.
the ______
closed ______
bank ______

5.
open ______
cab ______
is ______

6.
closed ______
book ______
subway ______

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Lesson 2

Rule: Alphabetical order is the order of the letters in the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

A. Alphabetical Order Fill in the missing letters of the alphabet.

1. b___d **3.** h___j **5.** l___n **7.** p___r **9.** s___u

2. d___f **4.** k___m **6.** n___p **8.** r___t **10.** v___x

B. Alphabetical Order Write the words on the lines in alphabetical order.

1.
has ____________
full ____________
office ____________

2.
door ____________
open ____________
has ____________

3.
in ____________
bank ____________
subway ____________

4.
window ____________
desk ____________
shade ____________

5.
Sunday ____________
an ____________
December ____________

6.
cab ____________
is ____________
office ____________

▶ Lesson 3

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

coffee ______________

friends ______________

half ______________

2.

Friday ______________

drink ______________

his ______________

B. Read and Write Read the sentences. Write the word that fits. The first one is done for you.

Frank and Don

Frank
✓friend
an

Frank is Don's ___friend___.

Don has ______________ office.

______________ is in Don's office.

coffee
friends
Sunday

Don's office is closed on ______________.

The ______________ eat fast food in Fred's.

The friends eat fish and drink ______________.

bookstore
in
open

The bookstore is ______________.

Frank is ______________ the bookstore.

Frank and Don drink coffee in the ______________.

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▶ Lesson 4

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

the ________

hole ________

closed ________

2.

open ________

full ________

his ________

B. Which Word Does Not Fit? Write the word that is not like the others.

Example:	Sunday	Friday	Hal	Hal
1.	eat	drink	hand	________
2.	window	door	December	________
3.	house	taxi	subway	________

C. Read and Write Read the sentences. Write the word that fits.

Don
house
puts
new

Hal's Old House

Hal has an old ________.

________ is in Hal's old house.

Don is Hal's ________ friend.

Don ________ a book on Hal's desk.

▶ Lesson 5

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

May ____________

have ____________

up ____________

2.

them ____________

can ____________

put ____________

B. Read and Write Read the story. Write the word that fits.

The Vegetable Garden

full
have
They

Jan and Gus ____________ a garden.

____________ grow vegetables in the garden.

The vegetable garden is ____________.

eats
gives
vegetables

Jan has put ____________ in a wagon.

Jan ____________ the wagon to Hal.

Hal ____________ his vegetables.

can
give
vegetables

Jan and Gus ____________ vegetables to Don.

They give ____________ to Frank on Friday.

Don and Frank ____________ eat them.

▶ Unit 1 Review

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

hand ________

food ________

desk ________

2.

taxi ________

fast ________

gate ________

B. Read and Write Read the sentences. Write the word that fits.

Old and New Friends

gives
wagon
friend

Jan is Hal's old ________.

Jan ________ Hal vegetables in a wagon.

The ________ is full.

August
fish
new

Hal gives vegetables to his ________ friend, Don.

In ________, Hal and Don have vegetables.

They eat ________ and vegetables.

C. Make New Words Change the first letter to *f*. Write the new word on the line. The first one is done for you.

1. new few

2. can ________

3. dig ________

4. gate ________

▶ Lesson 6

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

park
kids
work
her

______
______
______
______

2.

she
truck
key
car

______
______
______
______

B. Read and Write Read the story. Write the word that fits.

Vicky's Friends

parks
friends
truck

Vicky's ______ eat in Fred's on Fridays.

Vicky drives the ______ to Fred's Fast Food.

She ______ her truck on the hill.

eat
drink

Vicky and her friends ______ coffee in Fred's.

They have fish and french fries to ______.

C. Make New Words Change the first letter to *b*. Write the new word on the line.

1. dig ______
2. may ______
3. park ______
4. he ______
5. can ______
6. hand ______

▶ Lesson 7

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

at ____________

Tuesday ____________

be ____________

love ____________

2.

clothes ____________

laundry ____________

will ____________

garage ____________

B. Read and Write Read the story. Write the word that fits.

At the Park

love
park

Hal drives his children to the ____________.

They ____________ to be in the park on Sunday.

will
eat
to

Vicky drives her kids ____________ the park.

They ____________ be in the park on Sunday.

Vicky's kids and Hal's kids will ____________ in the park.

C. Make New Words Change the first letter to *d*. Write the new word on the line.

1. fish ____________

2. gate ____________

3. to ____________

4. may ____________

5. park ____________

6. love ____________

▶ Lesson 8

A. Which Word Does Not Fit? Write the word that is not like the others.

1. cab drive car truck ____________

2. Sunday Friday Tuesday Laundromat ____________

3. man woman house children ____________

B. Which Word Fits Best? Write the word that fits best in the blank. The first one is done for you.

To the Bookstore

(at, to, *or* be) **1.** Maria and Ramon go ____to____ a movie.

(some, give, *or* movie) **2.** Maria loves a woman in the ____________.

(wills, wants, *or* works) **3.** She ____________ a book on the woman.

(up, go, *or* put) **4.** Maria and Ramon ____________ to a bookstore.

(her, she, *or* for) **5.** Maria pays ____________ the book.

(loves, gives, *or* drives) **6.** Maria ____________ her new book.

C. Make New Words Change the first letter to *l*. Write the new word on the line.

1. cab ____________

2. kid ____________

3. pay ____________

4. book ____________

5. hand ____________

6. gate ____________

▶ Lesson 9

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

get ______________

next ______________

are ______________

dinner ______________

____

2.

nail ______________

movie ______________

have ______________

some ______________

____

B. Read and Write Read the story. Write the word that fits.

Dinner with Friends

are
wants
neighbor

Stan is Nancy's new ______________.

Ramon and Maria ______________ Nancy's friends.

Nancy ______________ her old friends Ramon and Maria to be Stan's friends.

Fred's
they
dinner
with

Nancy will have a ______________ for Stan.

Ramon and Maria will eat ______________ them.

Nancy gets food at ______________ Fast Food.

They eat the food, and ______________ are full.

Lesson 10

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

problem ______
calls ______
newspaper ______
happy ______

2.

Monday ______
happy ______
drips ______
pipe ______

B. Which Word Fits Best? Write the word that fits best in the blank.

Pat Calls a Plumber

(half, has, *or* have) **1.** Pat's old pipe ______ a drip.

(calls, can, *or* cab) **2.** On Sunday, Pat ______ her friend Don.

(in, an, *or* is) **3.** Don's friend Pete ______ a plumber.

(on, old, *or* a) **4.** Pat calls Pete ______ Monday.

(next, new, *or* old) **5.** Pete puts in a ______ pipe.

(drink, drip, *or* drive) **6.** Pat is happy the ______ has stopped.

C. Make New Words Change the first letter to *m*. Write the new word on the line.

1. be ______

2. can ______

3. pay ______

4. park ______

5. nail ______

6. house ______

▶ Lesson 11

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
quarter ______
easy ______
answer ______
square ______

2.
show ______
are ______
quart ______
gets ______

B. Read and Write Read the story. Write the word that fits.

Answering Questions

new
likes

Quinn ______ the quiz shows.

Quinn's neighbor, Pat, likes the ______ quiz show.

answer
happy
quiz

The new ______ show has some easy questions.

Quinn and Pat ______ the easy questions.

They are ______ to answer some questions.

C. Make New Words Change the first letter to *p*. Write the new word on the line.

1. can ______
2. dig ______
3. get ______
4. will ______
5. nail ______
6. hose ______

▶ Lesson 12

A. Which Word Does Not Fit? Write the word that is not like the others.

1. quiz questions next problem ________

2. August Tuesday Sunday Monday ________

3. May July Quinn March ________

4. Don Gus Hal Nancy ________

5. juice dinner water coffee ________

B. Which Word Fits Best? Write the word that fits best in the blank.

Friends at Work

(park, work, *or* must) **1.** Ramon and Maria go to ________ in the rain.

(bank, hand, *or* giant) **2.** Maria works in a ________.

(and, can, *or* has) **3.** Maria ________ friends at the bank.

(next, their, *or* comes) **4.** Ramon has an office ________ to Don's.

(fish, food, *or* friends) **5.** Ramon and Don are ________.

C. Make New Words Change the first letter to *r*. Write the new word on the line.

1. man ________

2. hose ________

3. gate ________

4. kid ________

5. pipe ________

6. must ________

▶ Unit 2 Review

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

newspaper ________________

laundry ________________

money ________________

plumber ________________

2.

must ________________

Tuesday ________________

woman ________________

square ________________

B. Which Word Fits Best? Write the word that fits best in the blank.

New Neighbors and Friends

(and, arm, *or* are) **1.** Nancy and Stan ________________ new friends.

(news, next, *or* gets) **2.** Stan is Nancy's new ________________ door neighbor.

(have, hand, *or* half) **3.** Nancy and Stan ________________ old friends.

(open, old, *or* on) **4.** Ramon and Maria are Nancy's ________________ friends.

(labor, truck, *or* like) **5.** They ________________ Nancy's new friend, Stan.

C. Which Word Does Not Fit? Write the word that is not like the others.

1. water juice coffee quart ________________

2. taxi cab problem car ________________

3. jacket grow dig garden ________________

▶ Lesson 13

▶ **Rule:** When words have the same first letter, you must go to the second letter to put them in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Example: sisters soda study

A. Alphabetical Order Use the second letter of each word to put the words in alphabetical order.

1. help ____________
happy ____________
hood ____________

2. city ____________
car ____________
clean ____________

B. The Soft *c* Rule Lesson 6 tells about words with *c* that sounds like *k*. That is called a "hard *c*." Lesson 13 tells about words with *c* that sounds like *s*. That is called a "soft *c*." The rule below tells when the *c* sounds like *s*.

▶ **Rule:** *c* sounds like *s* when it is followed by the letters *e*, *i*, or *y*.

Read the words below. Underline the letter that comes after the *c*. Write the words on the lines according to the letter that comes after the *c*.

city December juice Nancy office pencil

ce	***ci***	***cy***
____________	____________	____________
____________	____________	
____________		

▶ Lesson 14

A. Alphabetical Order When words begin with the same letters, go to the next letters to put them in alphabetical order. Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

trip
take
telephone

____
____
____

2.

June
job
jacket

____
____
____

B. Read and Write Read the story. Write the word that fits.

New Neighbors

hard
works
new

Sandy ________________ hard for her GED.

Tony is Sandy's ________________ neighbor.

Tony tells Sandy his friend Vicky worked

________________ for her GED, too.

news
happy
neighbor
help

Tony tells Vicky his new ________________ works hard.

Vicky will ________________ Sandy work for her GED.

Tony tells Sandy the ________________.

Tony is ________________ for Sandy.

▶ Lesson 15

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

Vicky ________

very ________

vase ________

2.

grow ________

good ________

give ________

B. Read and Write Read the story. Write the word that fits.

gives
happy
loves
opens
vase

Valentine's Day

Vicky ________ Tony a valentine.

Tony ________ his valentine to read it.

Tony is ________ with his valentine.

Tony gives Vicky a ________ for Valentine's Day.

Vicky ________ the vase.

C. Make New Words Change the first letter to *g*. Write the new word on the line.

1. so ________

2. will ________

3. hood ________

4. dear ________

5. rain ________

6. drip ________

7. must ________

8. train ________

▶ Lesson 16

A. Read and Write Read the story. Write the word that fits.

give
swim
take
walk
help

Yo-Yo's Walk

Quinn's kids ______________ a walk in the woods.

Wayne and Yo-Yo ______________ in the woods, too.

Yo-Yo takes a ______________ and gets wet.

The kids ______________ Wayne get Yo-Yo clean.

Then they help Wayne ______________ Yo-Yo his dinner.

B. Opposites Match the words that mean the opposite. The first one is done for you.

answer closed ✓go hard new off stop take

1. come ______go______

2. old ______________

3. question ______________

4. open ______________

5. start ______________

6. give ______________

7. easy ______________

8. on ______________

C. Make New Words Change the first letter to *w*. Write the new word on the line.

1. be ______________

2. pay ______________

3. get ______________

4. call ______________

5. pipe ______________

6. fish ______________

▶ Lesson 17

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

year ________________

yield ________________

yawn ________________

2.

wet ________________

woods ________________

walk ________________

B. Read and Write Read the story. Write the word that fits.

helps
food
party

The Birthday Party

The friends have a birthday ________________ for Wayne.

Tony ________________ Vicky with the birthday cake.

Nancy and Sandy help with the ________________.

start
with
some

Jan and Gus give Wayne ________________ vegetables.

Ramon and Maria come ________________ Pat and Don.

The party will ________________ a good year for Wayne.

C. Make New Words Change the first letter to *t*. Write the new word on the line.

1. call ________________

2. book ________________

3. nail ________________

4. yell ________________

▶ Lesson 18

A. Which Word Does Not Fit? Write the word that is not like the others.

1. train subway car trip ________________
2. Nancy Sandy Wayne Vicky ________________
3. water fish pizza cake ________________
4. September Maria October February ________________
5. exercise swim suitcase walk ________________
6. telephone rainy radio television ________________

B. Read and Write Write the word that fits.

call eat friends pizza they too walk

The Pizza Party

Pat and Don love to eat ________________.

They telephone their ________________ Ramon and Maria to come for pizza.

Then they ________________ the House of Pizza and order large pizzas.

Ramon and Maria ________________ a large pizza.

Pat and Don eat a large pizza, ________________.

Then ________________ all feel very full.

So they take a ________________ in the woods for exercise.

▶ Unit 3 Review

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

soda ______

school ______

study ______

2.

house ______

help ______

hard ______

B. Soft *c* Review Write the words on the lines according to whether they have a soft *c* or a hard *c*. Remember: a soft *c* is followed by *e, i,* or *y*.

call
city
closed
December
exercise
October
office
pencil
suitcase
truck

Soft *c*	**Hard *c***
______	______
______	______
______	______
______	______
______	______

C. Make New Words Change the first letter to *s*. Write the new word on the line.

1. go ______

2. pay ______

3. wet ______

4. yell ______

5. nail ______

6. hand ______

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▶ Lesson 19

A. Which Word Does Not Fit? Write the word that is not in the word family.

1. jam ram arm ham cram __________

2. trap lap tap grab nap __________

3. nab clap cab lab crab __________

4. cat sad sat mat bat __________

5. back pack bank lack sack __________

B. Choose the Best Word Choose the word that fits best in each sentence.

back
cat
fat
nap
sat

Pat's Cat

Hal takes the __________ tabby cat back to Pat.

The __________ takes a nap in the cab.

Hal tells Pat the cat __________ on Nancy's hat.

Pat likes the cat to take a __________ on her lap.

Pat takes the cat __________ into her house.

C. Make New Words Change the vowel to *a*. Write the new word on the line. The first one is done for you.

1. is as

2. in __________

3. it __________

4. his __________

5. for __________

6. tell __________

7. will __________

8. full __________

Lesson 20

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
shed ________________
sell ________________
spell ________________

2.
learn ________________
large ________________
love ________________

B. Which Word Fits Best? Write the word that fits best in the blank.

Sandy Gets a Job

(get, vet, *or* wet) **1.** Sandy wants to work for a ________________.

(Bed, Ted, *or* Fed) **2.** Vicky's friend ________________ is a vet.

(tells, spells, *or* yells) **3.** She ________________ Sandy Ted wants help.

(when, pen, *or* hen) **4.** Sandy is very happy ________________ she gets a job with Ted.

C. Make New Words Change the vowel to *e*. Write the new word on the line.

1. and ________________
2. man ________________
3. not ________________
4. full ________________
5. stop ________________
6. will ________________
7. want ________________
8. grow ________________

▶ Lesson 21

A. Categories Write each word under its word family.

bill
chip
drip
fill
hit
pick
pit
quick
sick
sit
trip
will

-ick	**-ip**	**-it**	**-ill**
________	________	________	________
________	________	________	________
________	________	________	________

B. Choose the Best Word Choose the word that fits best in each sentence.

grill
dinner
sit
until

Dinner for Friends

Vicky's friends come to her house for ________.

Her friends eat chips and dip as they ________.

They eat fish ________ they have had their fill.

Then they clean up the mess and the ________.

C. Make New Words Change the vowel to *i*. Write the new word on the line.

1. sat ________

2. nap ________

3. ham ________

4. trap ________

5. led ________

6. well ________

7. mess ________

8. spell ________

Lesson 22

A. Which Word Does Not Fit? Write the word that is not in the word family.

1. block lock black rock mock ________
2. for fog hog jog dog ________
3. mop mock top shop stop ________
4. not got job lot pot ________
5. stop cop crop hop dock ________

B. Words That Mean the Same Choose the word from the box that has almost the same meaning. Write the word on the line.

fast giant grab hat kids learn stop work

1. labor ________
2. quick ________
3. study ________
4. nab ________
5. cap ________
6. children ________
7. quit ________
8. large ________

C. Make New Words Change the vowel to *o*. Write the new word on the line.

1. hat ________
2. jab ________
3. black ________
4. get ________
5. new ________
6. net ________
7. drip ________
8. click ________

▶ Lesson 23

A. Categories Write each word under its word family.

bug
club
cuff
dug
fun
plug
puff
rub
run
stub
stuff
sun

-ub	**-uff**	**-ug**	**-un**
________	________	________	________
________	________	________	________
________	________	________	________

B. Read and Write Read the story. Write the word that fits.

Stuck in the Mud

sun
lunch
sunny
truck

Gus likes to eat ________ on the bluff.

In January it is cold but ________.

So Gus drives his ________ to the bluff.

He eats his lunch in the ________.

get
down
Vicky
stuck
push

Then he starts to go back ________.

But his truck gets ________ in the mud.

Gus can not ________ back to his job.

Vicky comes in her truck to give Gus a ________.

Gus gives ________ a hug for her help.

▶ Unit 4 Review

A. Categories Write each word under its word family.

bed
bill
block
dock
fed
fill
flat
grill
hat
hill
led
lock
mat
pat
red
rock
shed
sock
still
that

-at	**-ed**	**-ill**	**-ock**

B. Which Word Fits Best? Write the word that fits best in the blank.

A Jog with the Dogs

(fog, jog, *or* log) **1.** Don and his dog like to ________________.

(lock, lick, *or* like) **2.** They ________________ to jog with Wayne and Yo-Yo.

(show, swim *or* shed) **3.** The dogs want to go for a ________________.

(let, led, *or* log) **4.** Don and Wayne do not ________________ them swim.

(net, new, *or* not) **5.** They do ______________ want to jog with wet dogs.

(for, fun, *or* fed) **6.** Cleaning wet dogs is not ________________.

▶ Lesson 24

A. Read and Write Read the story. Write the word that fits.

closet
clean
clothes

Cleaning Day

Quinn's children help to ________________ the house.

They pick up all their ________________.

Then they put them in the ________________.

help
broom
walk
clutter

Next they sweep with the ________________.

And they clean up the ________________.

Then they go for a ________________ in the woods.

They ________________ Wayne clean up Yo-Yo.

B. Categories Write the names of four months in the first column. Write the names of four days in the second column. Write two holidays in the third column.

August Labor Day Monday September Valentine's Day
Friday March October Tuesday Wednesday

Months	**Days**	**Holidays**
________________	________________	________________
________________	________________	________________
________________	________________	
________________	________________	

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Lesson 25

A. Days of the Week Write the short form of each day by the name of the day it stands for. See page 94 in *Voyager Foundation Book* if you need help.

Fri. Mon. Sat. Sun. Thurs. Tues. Wed.

Sunday ____________

Monday ____________

Tuesday ____________

Wednesday ____________

Thursday ____________

Friday ____________

Saturday ____________

B. Choose the Best Word Choose the word that fits best in each sentence.

drives flip fresh gets

Frank Has a Problem

Frank has a problem with his ____________ flowers.

When the flowers ____________ over, they break.

So he ____________ a box to put the flowers in.

Now when he ____________, the flowers do not break.

C. Make New Words Change the vowel to *a*. Write the new word on the line.

1. flip ____________

2. flit ____________

3. clip ____________

4. crock ____________

▶ Lesson 26

A. Which Word Does Not Fit? Write the word that is not like the others.

1. dog cat job pet ____________

2. have hold keep key ____________

3. water quart soda coffee ____________

4. run jog work walk ____________

5. grand shed house garage ____________

B. Choose the Best Word Choose the word that fits best in each sentence.

graduation help proud study

Sandy's Graduation

Nancy and Vicky helped Sandy ____________ for her GED.

They will come to Sandy's ____________.

They are ____________ of Sandy, and happy for her, too.

Now they can ____________ Sandy plan for her new job.

C. Make New Words Change the vowel to *i*. Write the new word on the line.

1. has ____________

2. all ____________

3. put ____________

4. flop ____________

5. spell ____________

6. clock ____________

7. wash ____________

8. full ____________

▶ Lesson 27

A. Months of the Year Write the short form of each month by the month it stands for. See page 94 in *Voyager Foundation Book* if you need help.

Aug. Dec. Feb. Jan. Nov. Oct. Sept.

January ____________

February ____________

August ____________

September ____________

October ____________

November ____________

December ____________

B. Choose the Best Word Choose the word that fits best in each section.

Food
smoke
sauce
spaghetti

Smelling Smoke

Stan wanted ____________ with sauce for dinner.

But the spaghetti ____________ is up in smoke!

Nancy smells ____________ and quickly comes over.

So Stan and Nancy eat at Fred's Fast ____________.

C. Definitions Match each word to its definition. Write the letter on the line.

_____ **1.** must **a.** water coming down

_____ **2.** sad **b.** make fun of

_____ **3.** mock **c.** give in

_____ **4.** rain **d.** unhappy

_____ **5.** yield **e.** have to

▶ Lesson 28

A. Number Names Write the number beside each number word. See page 93 of *Voyager Foundation Book* if you need help. The first one is done for you.

one 1　　four _____　　thirteen _____　　forty _____
two _____　　twelve _____　　twenty _____　　fifty _____

B. Choose the Best Word Choose the word that fits best in each sentence.

March　　skate　　ski　　Tree

Fun in the Snow

Ramon and Maria go to Twin Tree Hill again in _______________.

Stan and Nancy go with them to _______________ and skate.

The friends ski down the hill and _______________ on the ice.

The friends have fun at Twin _______________ Hill.

C. Soft *c* Review Underline the letter that follows the *c* in each word below. Then write the words on the lines according to the way the soft *c* is spelled.

cell　　city　　exercise　　Nancy　　pencil　　sauce　　twice

ce	***ci***	***cy***
_______________	_______________	_______________
_______________	_______________	
_______________	_______________	

▶ Unit 5 Review

A. Which Word Fits Best? Write the word that fits best in the blank.

Sandy's Party

(ham, hat, *or* has) **1.** Now Sandy ______________ her GED diploma.

(get, give, *or* live) **2.** She wants to ______________ a party.

(come, cram, *or* crumb) **3.** All her family and friends ______________.

(wood, good, *or* food) **4.** Her friends bring ____________ and flowers.

(glass, glad, *or* grand) **5.** They are all ______________ Sandy has graduated.

B. Categories Write the words that are types of food in the first column. Write the words that are people in the second column. Write the words that are things in the last column.

box
cake
children
desk
door
family
jam
neighbor
pencil
pizza
radio
sauce
sisters
spaghetti
woman

Food	**People**	**Things**
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

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Answer Key

▼ Lesson 1 (p. 3)

A. Alphabetical Order

1. cde
2. efg
3. ghi
4. ijk
5. jkl
6. mno
7. tuv
8. uvw
9. wxy
10. xyz

B. Alphabetical Order

1. cab
   is
   Sunday
2. bank
   subway
   the
3. bookstore
   open
   Sunday
4. bank
   closed
   the
5. cab
   is
   open
6. book
   closed
   subway

▼ Lesson 2 (p. 4)

A. Alphabetical Order

1. bcd
2. def
3. hij
4. klm
5. lmn
6. nop
7. pqr
8. rst
9. stu
10. vwx

B. Alphabetical Order

1. full
   has
   office
2. door
   has
   open
3. bank
   in
   subway
4. desk
   shade
   window
5. an
   December
   Sunday
6. cab
   is
   office

▼ Lesson 3 (p. 5)

A. Alphabetical Order

1. coffee
   friends
   half
2. drink
   Friday
   his

B. Read and Write

Frank is Don's **friend.**
Don has **an** office.
Frank is in Don's office.

Don's office is closed on **Sunday.**
The **friends** eat fast food in Fred's.
The friends eat fish and drink **coffee.**

The bookstore is **open.**
Frank is **in** the bookstore.
Frank and Don drink coffee in the **bookstore.**

▼ Lesson 4 (p. 6)

A. Alphabetical Order

1. closed
   hole
   the
2. full
   his
   open

B. Which Word Does Not Fit?

1. hand
2. December
3. house

C. Read and Write

Hal has an old **house.**
Don is in Hal's old house.
Don is Hal's **new** friend.
Don **puts** a book on Hal's desk.

▼ Lesson 5 (p. 7)

A. Alphabetical Order

1. have
   May
   up
2. can
   put
   them

B. Read and Write

Jan and Gus **have** a garden.
They grow vegetables in the garden.
The vegetable garden is **full.**

Jan has put **vegetables** in a wagon.
Jan **gives** the wagon to Hal.
Hal **eats** his vegetables.

Jan and Gus **give** vegetables to Don.
They give **vegetables** to Frank on Friday.
Don and Frank **can** eat them.

▼ Unit 1 Review (p. 8)

A. Alphabetical Order

1. desk
   food
   hand
2. fast
   gate
   taxi

B. Read and Write

Jan is Hal's old **friend.**
Jan **gives** Hal vegetables in a wagon.
The **wagon** is full.

Hal gives vegetables to his **new** friend, Don.
In **August,** Hal and Don have vegetables.
They eat **fish** and vegetables.

C. Make New Words

1. few
2. fan
3. fig
4. fate

▼ Lesson 6 (p. 9)

A. Alphabetical Order

1. her
   kids
   park
   work
2. car
   key
   she
   truck

B. Read and Write

Vicky's **friends** eat in Fred's on Fridays.
Vicky drives the **truck** to Fred's Fast Food.
She **parks** her truck on the hill.

Vicky and her friends **drink** coffee in Fred's.
They have fish and french fries to **eat.**

C. Make New Words

1. big
2. bay
3. bark
4. be
5. ban
6. band

▼ Lesson 7 (p. 10)

A. Alphabetical Order

1. at
   be
   love
   Tuesday
2. clothes
   garage
   laundry
   will

B. Read and Write

Hal drives his children to the **park.**
They **love** to be in the park on Sunday.

Vicky drives her kids **to** the park.
They **will** be in the park on Sunday.
Vicky's kids and Hal's kids will **eat** in the park.

C. Make New Words

1. dish
2. date
3. do
4. day
5. dark
6. dove

▼ Lesson 8 (p. 11)

A. Which Word Does Not Fit?

1. drive
2. Laundromat
3. house

B. Which Word Fits Best?

1. Maria and Ramon go **to** a movie.
2. Maria loves a woman in the **movie.**
3. She **wants** a book on the woman.
4. Maria and Ramon **go** to a bookstore.
5. Maria pays **for** the book.
6. Maria **loves** her new book.

C. Make New Words

1. lab
2. lid
3. lay
4. look
5. land
6. late

▼ Lesson 9 (p. 12)

A. Alphabetical Order

1. are
   dinner
   get
   next
2. have
   movie
   nail
   some

B. Read and Write

Stan is Nancy's new **neighbor.**
Ramon and Maria **are** Nancy's friends.
Nancy **wants** her old friends Ramon and Maria to be Stan's friends.

Nancy will have a **dinner** for Stan.
Ramon and Maria will eat **with** them.
Nancy gets food at **Fred's** Fast Food.
They eat the food, and **they** are full.

▼ Lesson 10 (p. 13)

A. Alphabetical Order

1. calls
   happy
   newspaper
   problem
2. drips
   happy
   Monday
   pipe

B. Which Word Fits Best?

1. Pat's old pipe **has** a drip.
2. On Sunday, Pat **calls** her friend Don.
3. Don's friend Pete **is** a plumber.
4. Pat calls Pete **on** Monday.
5. Pete puts in a **new** pipe.
6. Pat is happy the **drip** has stopped.

C. Make New Words

1. me
2. man
3. may
4. mark
5. mail
6. mouse

▼ Lesson 11 (p. 14)

A. Alphabetical Order

1. answer
   easy
   quarter
   square
2. are
   gets
   quart
   show

B. Read and Write

Quinn **likes** the quiz shows.
Quinn's neighbor, Pat, likes the **new** quiz show.

The new **quiz** show has some easy questions.
Quinn and Pat **answer** the easy questions.
They are **happy** to answer some questions.

C. Make New Words

1. pan
2. pig
3. pet
4. pill
5. pail
6. pose

▼ Lesson 12 (p. 15)

A. Which Word Does Not Fit?

1. next
2. August
3. Quinn
4. Nancy
5. dinner

B. Which Word Fits Best?

1. Ramon and Maria go to **work** in the rain.
2. Maria works in a **bank.**
3. Maria **has** friends at the bank.
4. Ramon has an office **next** to Don's.
5. Ramon and Don are **friends.**

C. Make New Words

1. ran
2. rose
3. rate
4. rid
5. ripe
6. rust

▼ Unit 2 Review (p. 16)

A. Alphabetical Order

1. laundry
money
newspaper
plumber

2. must
square
Tuesday
woman

B. Which Word Fits Best?

1. Nancy and Stan **are** new friends.
2. Stan is Nancy's new **next** door neighbor.
3. Nancy and Stan **have** old friends.
4. Ramon and Maria are Nancy's **old** friends.
5. They **like** Nancy's new friend, Stan.

C. Which Word Does Not Fit?

1. quart
2. problem
3. jacket

▼ Lesson 13 (p. 17)

A. Alphabetical Order

1. happy
help
hood

2. car
city
clean

B. The Soft c Rule

ce	*ci*	*cy*
December	city	Nancy
juice	pencil	
office		

▼ Lesson 14 (p. 18)

A. Alphabetical Order

1. take
telephone
trip

2. jacket
job
June

B. Read and Write

Sandy **works** hard for her GED.
Tony is Sandy's **new** neighbor.
Tony tells Sandy his friend Vicky worked **hard** for her GED, too.

Tony tells Vicky his new **neighbor** works hard.
Vicky will **help** Sandy work for her GED.
Tony tells Sandy the **news.**
Tony is **happy** for Sandy.

▼ Lesson 15 (p. 19)

A. Alphabetical Order

1. vase
very
Vicky

2. give
good
grow

B. Read and Write

Vicky **gives** Tony a valentine.
Tony **opens** his valentine to read it.
Tony is **happy** with his valentine.
Tony gives Vicky a **vase** for Valentine's Day.
Vicky **loves** the vase.

C. Make New Words

1. go
2. gill
3. good
4. gear
5. gain
6. grip
7. gust
8. grain

▼ Lesson 16 (p. 20)

A. Read and Write

Quinn's kids **take** a walk in the woods.
Wayne and Yo-Yo **walk** in the woods, too.
Yo-Yo takes a **swim** and gets wet.
The kids **help** Wayne get Yo-Yo clean.
Then they help Wayne **give** Yo-Yo his dinner.

B. Opposites

1. go
2. new
3. answer
4. closed
5. stop
6. take
7. hard
8. off

C. Make New Words

1. we
2. way
3. wet
4. wall
5. wipe
6. wish

▼ Lesson 17 (p. 21)

A. Alphabetical Order

1. yawn
year
yield

2. walk
wet
woods

B. Read and Write

The friends have a birthday **party** for Wayne.
Tony **helps** Vicky with the birthday cake.
Nancy and Sandy help with the **food.**

Jan and Gus give Wayne **some** vegetables.
Ramon and Maria come **with** Pat and Don.
The party will **start** a good year for Wayne.

C. Make New Words

1. tall
2. took
3. tail
4. tell

▼ Lesson 18 (p. 22)

A. Which Word Does Not Fit?

1. trip
2. Wayne
3. water
4. Maria
5. suitcase
6. rainy

B. Read and Write

Pat and Don love to eat **pizza.**
They telephone their **friends** Ramon and Maria to come for pizza.
Then they **call** the House of Pizza and order large pizzas.

Ramon and Maria **eat** a large pizza.
Pat and Don eat a large pizza, **too.**
Then **they** all feel very full.
So they take a **walk** in the woods for exercise.

▼ Unit 3 Review (p. 23)

A. Alphabetical Order

1. school
   soda
   study
2. hard
   help
   house

B. Soft *c* Review

Soft *c*	Hard *c*
city	call
December	closed
exercise	October
office	suitcase
pencil	truck

C. Make New Words

1. so
2. say
3. set
4. sell
5. sail
6. sand

▼ Lesson 19 (p. 24)

A. Which Word Does Not Fit?

1. arm
2. grab
3. clap
4. sad
5. bank

B. Choose the Best Word

Hal takes the **fat** tabby cat back to Pat.
The **cat** takes a nap in the cab.
Hal tells Pat the cat **sat** on Nancy's hat.
Pat likes the cat to take a **nap** on her lap.
Pat takes the cat **back** into her house.

C. Make New Words

1. as
2. an
3. at
4. has
5. far
6. tall
7. wall
8. fall

▼ Lesson 20 (p. 25)

A. Alphabetical Order

1. sell
   shed
   spell
2. large
   learn
   love

B. Which Word Fits Best?

1. Sandy wants to work for a **vet.**
2. Vicky's friend **Ted** is a vet.
3. She **tells** Sandy Ted wants help.
4. Sandy is very happy **when** she gets a job with Ted.

C. Make New Words

1. end
2. men
3. net
4. fell
5. step
6. well
7. went
8. grew

▼ Lesson 21 (p. 26)

A. Categories

-ick	-ip	-it	-ill
pick	chip	hit	bill
quick	drip	pit	fill
sick	trip	sit	will

B. Choose the Best Word

Vicky's friends come to her house for **dinner.**
Her friends eat chips and dip as they **sit.**
They eat fish **until** they have had their fill.
Then they clean up the mess and the **grill.**

C. Make New Words

1. sit
2. nip
3. him
4. trip
5. lid
6. will
7. miss
8. spill

▼ Lesson 22 (p. 27)

A. Which Word Does Not Fit?

1. black
2. for
3. mock
4. job
5. dock

B. Words That Mean the Same

1. work
2. fast
3. learn
4. grab
5. hat
6. kids
7. stop
8. giant

C. Make New Words

1. hot
2. job
3. block
4. got
5. now
6. not
7. drop
8. clock

▼ Lesson 23 (p. 28)

A. Categories

-ub	-uff	-ug	-un
club	cuff	bug	fun
rub	puff	dug	run
stub	stuff	plug	sun

B. Read and Write

Gus likes to eat **lunch** on the bluff.
In January it is cold but **sunny.**
So Gus drives his **truck** to the bluff.
He eats his lunch in the **sun.**

Then he starts to go back **down.**
But his truck gets **stuck** in the mud.
Gus can not **get** back to his job.
Vicky comes in her truck to give Gus a **push.**
Gus gives **Vicky** a hug for her help.

▼ Unit 4 Review (p. 29)

A. Categories

-at	-ed	-ill	-ock
flat	bed	bill	block
hat	fed	fill	dock
mat	led	grill	lock
pat	red	hill	rock
that	shed	still	sock

B. Which Word Fits Best?
1. Don and his dog like to **jog.**
2. They **like** to jog with Wayne and Yo-Yo.
3. The dogs want to go for a **swim.**
4. Don and Wayne do not **let** them swim.
5. They do **not** want to jog with wet dogs.
6. Cleaning wet dogs is not **fun.**

▼ Lesson 24 (p. 30)

A. Read and Write

Quinn's children help to **clean** the house.
They pick up all their **clothes.**
Then they put them in the **closet.**

Next they sweep with the **broom.**
And they clean up the **clutter.**
Then they go for a **walk** in the woods.
They **help** Wayne clean up Yo-Yo.

B. Categories

Months	**Days**	**Holidays**
August	Friday	Labor Day
March	Monday	Valentine's Day
October	Tuesday	
September	Wednesday	

▼ Lesson 25 (p. 31)

A. Days of the Week

Sun.
Mon.
Tues.
Wed.
Thurs.
Fri.
Sat.

B. Choose the Best Word

Frank has a problem with his **fresh** flowers.
When the flowers **flip** over, they break.
So he **gets** a box to put the flowers in.
Now when he **drives,** the flowers do not break.

C. Make New Words
1. flap
2. flat
3. clap
4. crack

▼ Lesson 26 (p. 32)

A. Which Word Does Not Fit?
1. job
2. key
3. quart
4. work
5. grand

B. Choose the Best Word

Nancy and Vicky helped Sandy **study** for her GED.

They will come to Sandy's **graduation.**

They are **proud** of Sandy, and happy for her, too.

Now they can **help** Sandy plan for her new job.

C. Make New Words
1. his
2. ill
3. pit
4. flip
5. spill
6. click
7. wish
8. fill

▼ Lesson 27 (p. 33)

A. Months of the Year

Jan.
Feb.
Aug.
Sept.
Oct.
Nov.
Dec.

B. Choose the Best Word

Stan wanted **spaghetti** with sauce for dinner.
But the spaghetti **sauce** is up in smoke!
Nancy smells **smoke** and quickly comes over.
So Stan and Nancy eat at Fred's Fast **Food.**

C. Definitions
1. e
2. d
3. b
4. a
5. c

▼ Lesson 28 (p. 34)

A. Number Names

1
2
4
12
13
20
40
50

B. Choose the Best Word

Ramon and Maria go to Twin Tree Hill again in **March.**

Stan and Nancy go with them to **ski** and skate.

The friends ski down the hill and **skate** on the ice.

The friends have fun at Twin **Tree** Hill.

C. Soft *c* Review

ce	***ci***	***cy***
cell	city	Nancy
sauce	exercise	
twice	pencil	

▼ Unit 5 Review (p. 35)

A. Which Word Fits Best?
1. Now Sandy **has** her GED diploma.
2. She wants to **give** a party.
3. All her family and friends **come.**
4. Her friends bring **food** and flowers.
5. They are all **glad** Sandy has graduated.

B. Categories

Food	**People**	**Things**
cake	children	box
jam	family	desk
pizza	neighbor	door
sauce	sisters	pencil
spaghetti	woman	radio

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Introduction

Welcome to New Readers Press's *Voyager 1*. In this book, you will build your skills in reading and writing. You will improve your understanding of what you read. You will also work with your listening and speaking skills.

This book has four units. Each unit is based on a theme that reflects our day-to-day lives. In *Voyager 1*, you will be exploring these themes:

- ▶ Hopes and Dreams
- ▶ Everyday Heroes
- ▶ Thrilling Moments
- ▶ Friendship

There are three lessons in each unit. Each lesson has the following features:

- ▶ **Before You Read:** a strategy to help you understand what you read
- ▶ **Key Words:** a preview of the harder words in the lesson
- ▶ **Reading:** a poem, story, biography, article, or journal written by adults, for adults
- ▶ **After You Read:** questions and activities about the reading
- ▶ **Think About It:** a reading skill that will help you understand what you read
- ▶ **Write About It:** an activity to improve your writing skills
- ▶ **Word Work:** strategies and skills to help you read and write better

We hope you enjoy exploring the themes and mastering the skills found in *Voyager 1*. We also invite you to continue your studies with the next book in our series, *Voyager 2*.

Student Interest Inventory

A. What is my educational goal?

____

B. What do I read?

Check this side **BEFORE** you do this book. Check this side **AFTER** you do this book.

a lot	a little	never	**I read**	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• with my children			
			• other:			

I can read these now.	**I need help to read these.**	**I don't care to read these.**	**I read or would like to read**	**I can read these now.**	**I need help to read these.**	**I don't care to read these.**
			• signs or labels			
			• material for my job			
			• newspapers			
			• books to my children			
			• magazines			
			• instructions			
			• recipes			
			• notes and messages			
			• stories and poems			
			• the Bible			
			• other:			

C. What do I write?

Check this side **BEFORE** you do this book.

Check this side **AFTER** you do this book.

a lot	a little	never	**I write**	a lot	a little	never
			• by myself			
			• at my job			
			• at school			
			• for my children			
			• other:			

I can do this now.	I need help to do this.	I don't care to do this.	**I can or would like to**	I can do this now.	I need help to do this.	I don't care to do this.
			• write dates and phone numbers			
			• write lists			
			• write notes and messages			
			• write letters			
			• write stories			
			• fill out forms			
			• fill out applications			
			• fill out money orders and checks			
			• other:			

I can do this now.	I need help to do this.	I don't care to do this.	**When I write, I**	I can do this now.	I need help to do this.	I don't care to do this.
			• print			
			• write in script			
			• write sentences			

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Skills Preview

Do as much of this preview as you can. Share your work with your instructor.

Dear Student,

This book will help you read better. This book has stories and poems for you to read. The stories and poems will give you a lot to think about. They will give you a lot to talk about.

This book will help you understand what you read. You will also work on how to read new words.

This book will also help you write better. And it will help you spell better.

We hope you like this book.

New Readers Press

Reading Skills

✓ Check all the correct answers to each question. More than one answer is correct.

1. What will this book help you do?

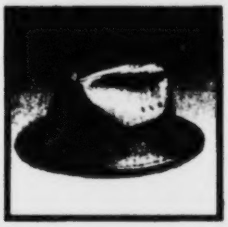
_____ a. read better
_____ b. write better
_____ c. spell better

2. What will you read in this book?

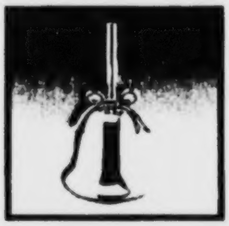
_____ a. stories
_____ b. books
_____ c. poems

Phonics Skills

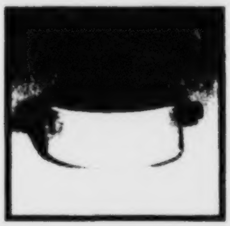
A. Read the two words under each picture. Pick the right word.



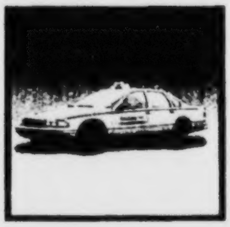
1. hat hit



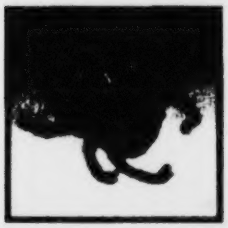
2. bell bill



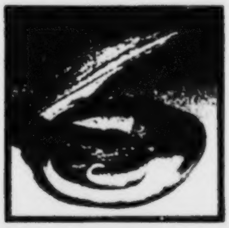
3. pit pot



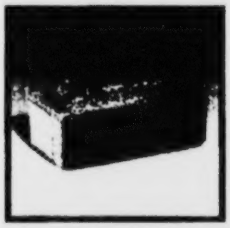
4. cab cub



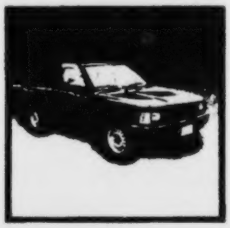
5. bud bug



6. clam clan



7. brick bring



8. trunk truck

B. Choose the right word. Write it on the line. Then read the sentences out loud.

1. Tess has a new ________________.
(jog, job)

2. She will work in a cake ________________.
(chop, shop)

3. She will learn to make cakes by ________________.
(hand, hard)

4. Tess thinks her job will be ________________.
(fun, fan)

Skills Preview Answers

Reading Skills

A. 1. ✓ a. read better
✓ b. write better
✓ c. spell better

2. ✓ a. stories
____ b. books
✓ c. poems

Phonics Skills

A. 1. hat 2. bell 3. pot 4. cab
5. bug 6. clam 7. brick 8. truck

B. 1. job
2. shop
3. hand
4. fun

Skills Chart

The questions in the Skills Preview assess students' familiarity with the following skills:

Question	Skill
Reading Skills	
1	Finding the main idea
2	Finding details
Phonics Skills	
A. 1 - 4	Short vowels
5 - 6	Ending consonants
7 - 8	Ending consonant blends and digraphs
B. 1	Ending consonants
2	Initial digraphs
3	Final blends
4	Short vowels

Unit 1 Hopes and Dreams

We all have hopes and dreams.

Our hopes and dreams say a lot about us. They say who we are. They say what we want in life.

Some dreams are big. It will take a lot of work to make these dreams come true.

Some dreams are not so big. It may not take much work to make these dreams come true.

Before you start Unit 1, think about your hopes and dreams. What do you want in life? How will you make your dreams come true?

Lesson 1 ▶ LEARNING GOALS

Strategy: Use your experience to help you understand what you read
Reading: Read a story
Skill: Sequence events
Writing: Make a list
Word Work: Short vowels (*a, e, i, o, u*)

Before You Read

"A Class of Hopes" is a story about adults who are learning to read better. Learning to read will help them make their dreams come true.

1. Talk about the things adults need to read.
Why did you decide to improve your reading?
What do you hope will happen when you can read better?

2. ✓ Check the sentences that are true for you. Write two more reasons why you want to learn to read better.

I want to read

____ the newspaper.
____ for my job.
____ to help my children with their homework.

Key Words

- Jan goes to school.
- Ken wants to learn to read better.
- Ken hopes to read stories to his son.
- Brad wants to go to college.

As You Read

People in this story hope to have better lives. As you read, think about their lives. What are they doing to help them make their dreams come true?

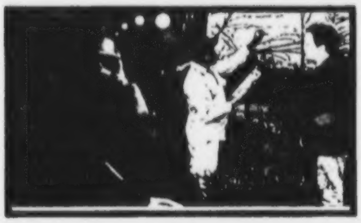
A Class of Hopes

Ken goes to school. He wants to learn to read. He wants to read stories to his son, Russ.

Jan goes to school, too. She wants to read better. She hopes to work in a shop. She has to read to work in a shop.

Brad has a job. He cuts grass. But he wants a better job. He hopes to go to college, too. Brad has to read well to go to college.

Ken, Jan, and Brad all hope for better lives. They work hard. They know that they must learn to read better.



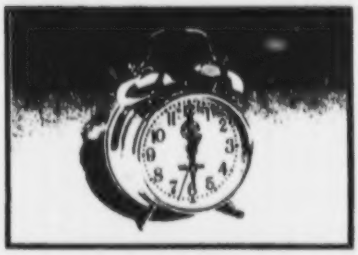
After You Read

Discuss these questions.

1. Why does Ken want to read better?
   Why does Jan want to read better?
   Why does Brad want to read better?
2. What are Ken, Jan, and Brad doing to make their dreams come true?
3. How will reading better help you? What changes will reading better make in your life?

Think About It: Sequencing Events

Sequence is the order in which things happen.



First your alarm clock rings.

Then you get up.

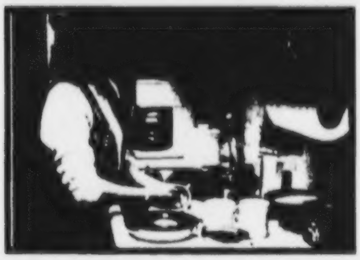
Last you get dressed.

Practice

A. Sequence Words Read the sequence words in the box.

First Then Last

B. Look at the pictures. Number them in order. Copy the word from the box under the right picture.



____

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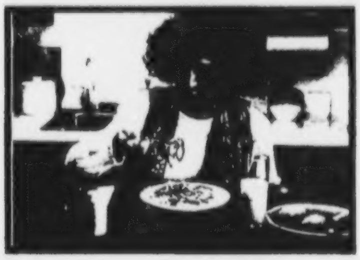
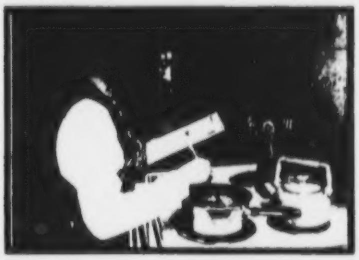


____

____

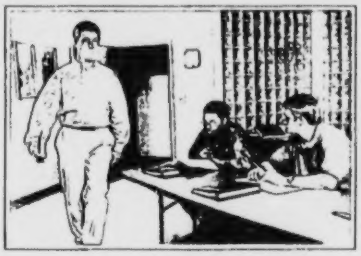


1

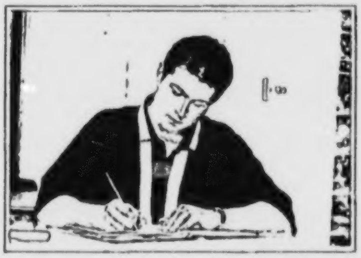
First

C. Read the sentences. Number them in order. Then copy each sentence next to the right picture.

_____ Ken learns to read and write better.
__1__ Ken goes to class.
_____ Ken reads stories to Russ.

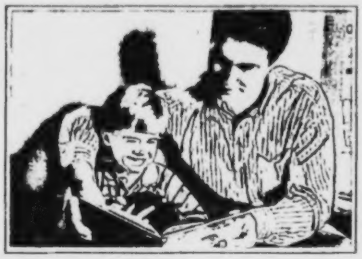


1. First Ken goes to class.



2. Then ______________________________

____



3. Last ______________________________

____

D. Read the sentences. Number them in order. Copy them in the right order.

_____ Jan learns to read better.
_____ Jan gets a job in a shop.
__1__ Jan hopes for a better life.

First Jan hopes for a better life.

Then ______________________________

____

Last ______________________________

____

Write About It: Make a List

A. Brad's Plan In "A Class of Hopes," Ken, Jan, and Brad have special dreams. Brad wants a better job. He makes a plan. Brad's plan has five steps. Read his plan.

Brad's Plan

1. Learn to read and write better.
2. Take a GED class.
3. Get my GED.
4. Go to college.
5. Get a better job.

B. Brad's plan is a list. Each step has its own line. Recopy Brad's plan onto the lines below. Be sure each step starts on a new line.

Brad's Plan

C. My Plan Now write your own plan. Start by finishing #1.

1. Write your dream on the line.

   My dream is ____

   ____

2. What will you do to make your dream come true? Write a list of steps. Number them in order.

   My Plan

   ____ ____

   ____ ____

   ____ ____

   ____ ____

   ____ ____

3. Check your list. Be sure the steps are numbered in the right order. Then recopy your plan in the right order.

   My Plan

   ____ ____

   ____ ____

   ____ ____

   ____ ____

   ____ ____

Word Work: Short Vowels (*a, e, i, o, u*)

A. The words below have short vowel sounds. Read the words. Listen to the vowel sounds.

a	**e**	**i**	**o**	**u**
Jan	Ken	it	on	us
has	get	in	job	but
Brad	then	big	lot	much
plan	well	did	shop	must
class	better	this	college	Russ

B. Say the two words under each picture. Pick the word that says what you see. Then write it on the line.

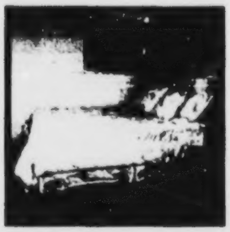
pet pot

pin pan

map mop

cut cat

hat hut



bid bed

pen pin

nut net

C. Write vowels in the blanks to make words. The first group is done for you.

a	e	i	o	u

b _a_ d   h ____ m   b ____ t   l ____ ck

b _e_ d   h ____ m   b ____ t   l ____ ck

b _i_ d   h ____ m   b ____ t   l ____ ck

b _u_ d   h ____ m   b ____ t   l ____ ck

D. Word Families A **word family** is a group of words that share the same set of letters. Words in a family rhyme, too. Word families help you read many new words. Read the words. Write other words you know in each family on the lines.

-ad	**-en**	**-id**	**-ot**	**-un**
bad	den	bid	cot	bun
dad	hen	did	hot	fun
had	Ken	lid	jot	run
glad	then	slid	slot	stun
______	______	______	______	______
______	______	______	______	______
______	______	______	______	______

▷ **Update on "A Class of Dreams"** It is a few years later. Ken's son, Russ, is in school. He needs help with his homework. He asks Ken for help. What do you think happens?

Lesson 2

LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read a story
Skill: Identify cause and effect
Writing: Write a poem
Word Work: Initial consonant blends (*br*, *cl*, *gr*, *pl*, *st*)

Before You Read

"A New Life" is a story about a man who came to the U.S. from Mexico. Before you read, answer these questions.

1. Think of a person who was born in another country. Write about the person here.

   Name: ______________________________

   Country: ______________________________

   Language: ______________________________

2. Talk about why people move to new countries. ✓ Check the reasons you think people come to the U.S. Write another reason.

   ____ to get a better job
   ____ to be with family
   ____ to be with friends
   ____ to get married
   ____ to feel more safe
   ____

Key Words

- Sal is from Mexico.
- He learned English.
- Sal missed his family.
- He went to class at night.

As You Read

As you read, think about Sal's dreams. What dreams does he have?

A New Life

Sal Castro was born in Mexico. He spent 25 years there. But Sal dreamed of a better life. He came to Dallas, Texas, to make that dream come true.

Life in the U.S. was hard for Sal. He missed his family. He worked hard each day. He went to class at night. Sal learned English. He got a better job.

Now Sal has a new dream. He plans to visit his family in Mexico. He will give them gifts. He will tell them about his new life. Sal will be glad to see his family.

After You Read

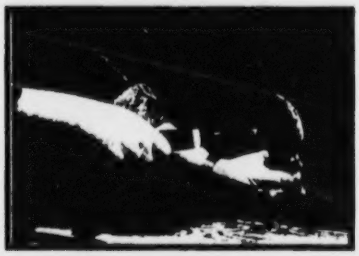
Retell the story about Sal. Here are some ways to start.

1. Sal comes from . . .
2. Sal came to Texas because . . .
3. Each day Sal . . .
4. He learned . . .
5. Sal's new dream is . . .

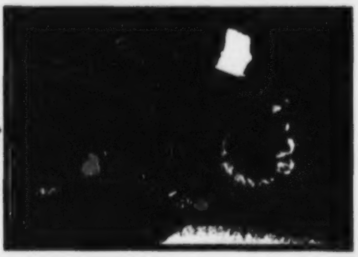
Think About It: Identifying Cause and Effect

A **cause** is what makes something happen. An **effect** is what happens.

Cause



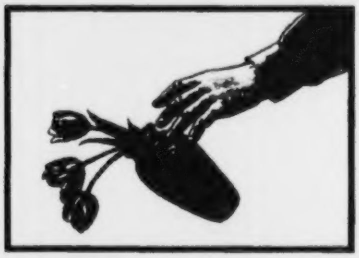
Effect



Practice

A. Match Write the letter of the correct effect next to the cause.

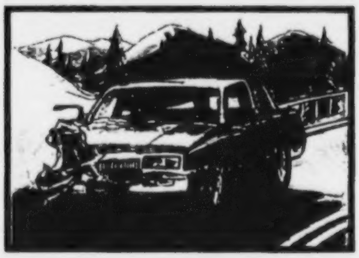
Cause

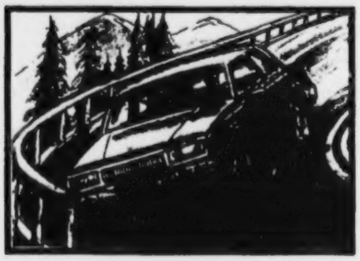


1. ____

Effect

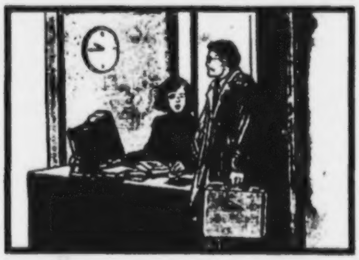
a.

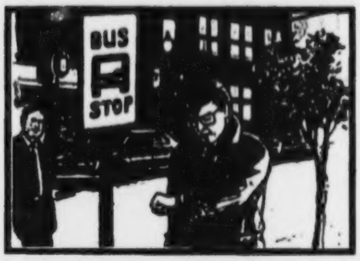




2. ____

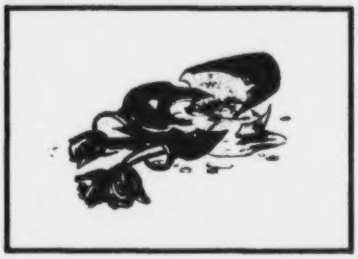
b.





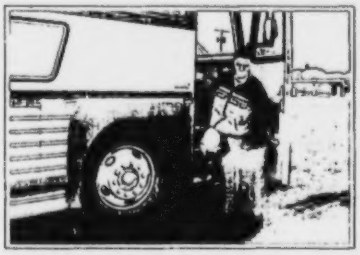
3. ____

c.



B. Read the **Effect** sentence. Look at the picture. ✓ Check the sentence that tells the **Cause.** The first one is done for you.

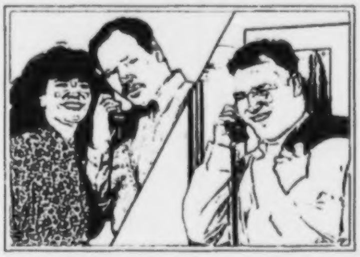
1.



Effect Sal came to Texas.

Cause (1) ____ He was born in Mexico.
(2) _✓_ He wanted a better life.

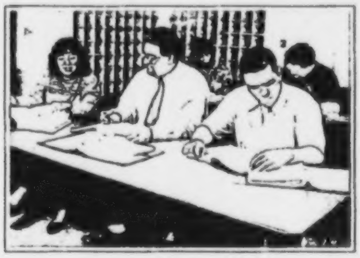
2.



Effect Sal calls his family on the phone.

Cause (1) ____ He misses his family.
(2) ____ He works hard.

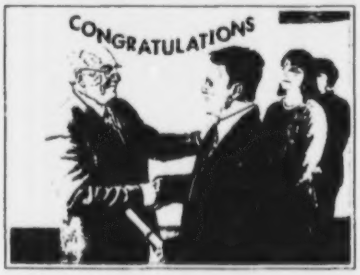
3.



Effect Sal went to class at night.

Cause (1) ____ He wanted a better job.
(2) ____ He wanted to visit his family.

C. Write a sentence that tells what is happening in the picture (effect). Then write a sentence that tells what you think made it happen (cause).



Effect ________________________________

____

Cause ________________________________

____

Write About It: Write a Poem

Sal's Poem

Sal wrote this poem in class. Read Sal's poem.

Sal
Mexican, brave, hardworking, hopeful
Son of Ben and Bella
Brother of Carmen, Victor, and Martin
Who feels glad to be here
Who likes sunny days
Who needs family, friends, and work
Who lives in Dallas, Texas
Castro

What details does the poem give about Sal? Discuss Sal's poem.

My Poem

A. Think about Sal's poem. Write a poem about yourself. Write a draft here.

Your first name: ______________________________

Four words that tell about you: ______________________________

Son or daughter of: ______________________________

Brother, sister, or friend of: ______________________________

Who feels: ______________________________

Who likes: ______________________________

Who needs: ______________________________

Who lives in: ______________________________

Your last name: ______________________________

B. Look at the draft of your poem. Do these two steps:

_____ **1.** Change any words you want to change.

_____ **2.** Have another reader read your poem. Can he or she understand it? If not, make any changes you need.

C. Copy the final draft of your poem here.

____

____

____

____

Who feels ____________________

Who likes ____________________

Who needs ____________________

Who lives in ____________________

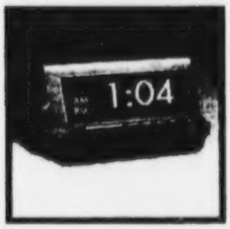
____

Word Work: Initial Consonant Blends (*br, cl, gr, pl, st*)

A. Read the words in each list. Can you hear two sounds in the beginning blends?

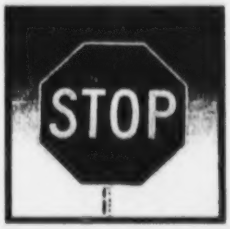
br	**cl**	**gr**	**pl**	**st**
brave	clam	grab	plan	stop
bring	clip	grill	plant	star
broom	club	grin	plate	state
brush	class	grass	plug	story
brother	clock	grand	plum	stand

B. Read the two words under each picture. Pick the word that says what you see. Then write it on the line.



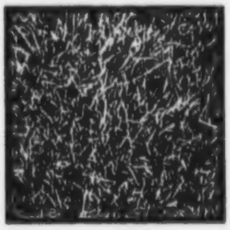
clock crock

____



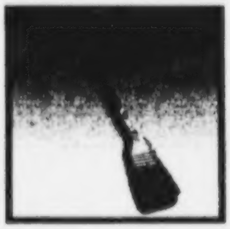
stop shop

____



class grass

____



groom broom

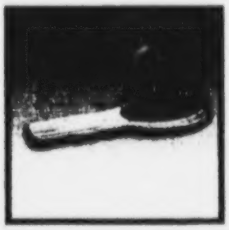
____

scar star

____

plant grant

____



crush brush

____

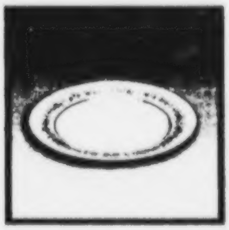


plate late

____

C. Word Families Read the word family words. Write other words you know in each family on the lines.

-an	-ass	-ing	-op	-ub
man	pass	ring	mop	rub
bran	brass	bring	top	club
clan	class	cling	plop	grub
plan	grass	sting	stop	stub
________	________	________	________	________

D. Pick the right word for each sentence. Write it on the line.

1. ______Sal______ came to the U.S. from Mexico.
(Pal, Sal)

2. Sal went to ________________ at night.
(class, grass)

3. Sal lives in the ________________ of Texas.
(plate, state)

4. Sal ________________ to visit his family.
(clans, plans)

5. He will be ________________ to see his family.
(glad, grad)

▷ **Update on "A New Life"** Sal has worked hard. He knows English now. He has a better job Now he can send money home. His brother wants to come to the U.S., too. He will live with Sal. What do you think will happen?

Lesson 3

LEARNING GOALS

Strategy: Picture what you read
Reading: Read a poem
Skill: Understand the main idea
Writing: Write a poem
Word Work: Final consonant blends (*ft, ld, mp, nt, st*)

Before You Read

Langston Hughes is a famous African American poet. In this lesson you will read his poem "Dreams." This poem tells us what life is like without hopes and dreams.

1. Why are your hopes and dreams important to you?

   ____

2. What can happen to people when they lose their hopes and dreams?

   ____

3. What feelings or pictures come to mind when you think about losing your hopes and dreams?

   ____

Key Words

- Hold fast means to hold on.
- The broken-winged bird cannot fly.
- No plants can grow in a barren field.

As You Read

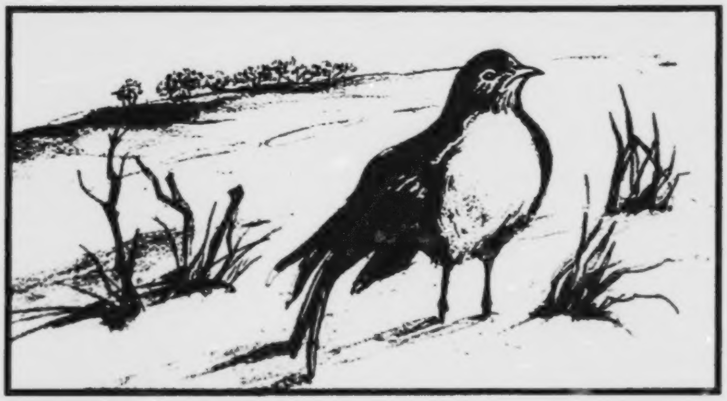
In "Dreams," Langston Hughes tells us not to let hopes and dreams die. As you read, what pictures do you see in your mind?

Dreams

Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.



After You Read

Discuss these questions.

1. How do you feel after reading this poem?
2. Look at lines 1 and 5. What advice does Langston Hughes give in these lines?
3. Picture a "broken-winged bird." The poet says that a life without dreams is a broken-winged bird. What does he mean?
4. Picture a "barren field." The poet says that a life without dreams is a barren field. What does he mean?
5. Re-read the poem. This time, how does the poem make you feel?

Think About It: Understanding the Main Idea

The **main idea** of a poem is its most important message. Read "Dreams" once more. The main message of the poem is this:

> Hold on to your dreams.

Poets often use words to create pictures, or images, that carry their message. In "Dreams," each stanza, or group of lines, has a different image of a life without dreams. The image in the first stanza is:

> . . . if dreams die
> Life is a broken-winged bird
> That cannot fly.

This is one image of a life without dreams.

Practice

1. What image of a life without dreams does Hughes use in the second stanza? Write it here.

   ____

2. Picture the "broken-winged bird" and the "barren field" in your mind. What other words can you think of to describe them?

   ____

3. "Dreams" tells us what happens if we let go of our dreams:

   - Life is a broken-winged bird that cannot fly.
   - Life is a barren field frozen with snow.

   What do you think happens if we hold on to our dreams?

   ____

   ____

Write About It: Write a Poem

Read these poems. Talk about how they are different and how they are alike.

Dreams

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Let Go

Let go of hate
For if hate dies
Life is a soaring bird
That owns the sky.

Let go of fear
For when fears pass
Life is a green field
Alive with grass.

A. Read the poem "Let Go" again. Think of words you can change in the poem.

B. Write your new poem below.

Let Go

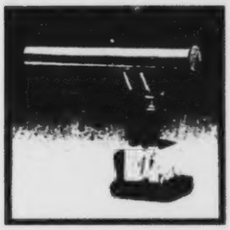
Let go of ______________________________
For if ______________________________
Life is ______________________________
That ______________________________
Let go of ______________________________
For when ______________________________
Life is ______________________________
That ______________________________

Word Work: Final Consonant Blends (*ft, ld, mp, nt, st*)

A. Read the words in each list. Can you hear two sounds in the ending blends?

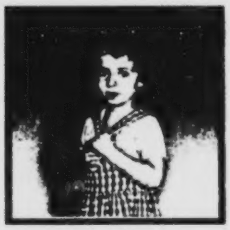
ft	**ld**	**mp**	**nt**	**st**
gift	old	lamp	cent	best
left	hold	pump	pint	cost
lift	child	clump	went	fast
raft	field	stamp	grant	must

B. Read the two words under each picture. Pick the word that says what you see. Then write it on the line.



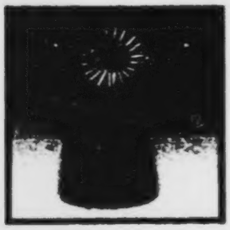
lamp land

____



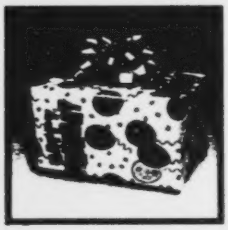
chill child

____



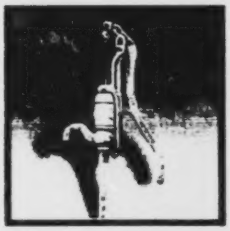
best bent

____



gift girl

____



bump pump

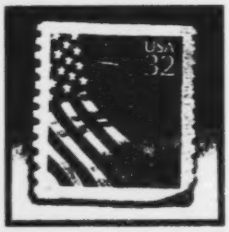
____

field film

____

send cent

____



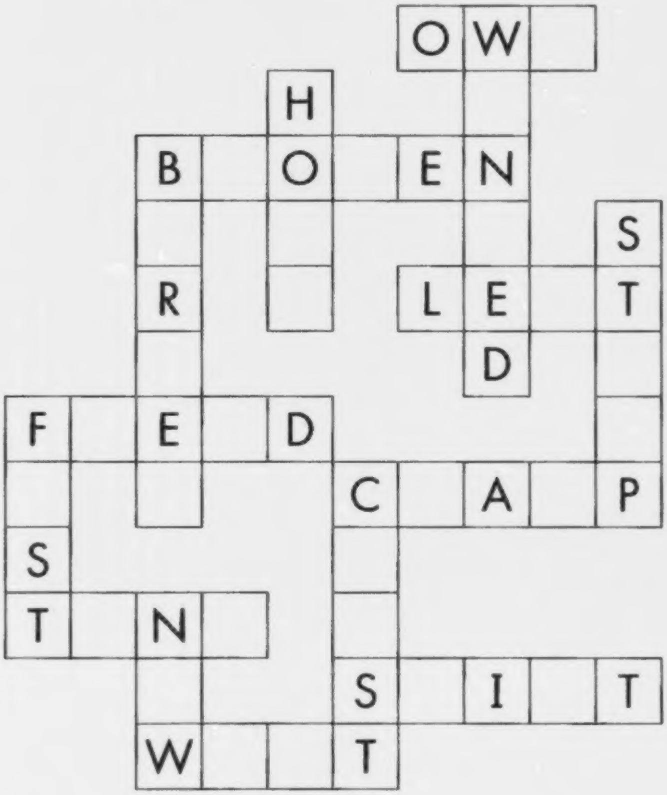
stamp stand

____

C. Word Families Read the word family words. Write another word you know in each family on the lines.

-amp	-est	-old	-ift	-ump
lamp	best	cold	gift	bump
ramp	test	hold	drift	pump
clamp	chest	sold	shift	plump
stamp	guest	scold	swift	stump
________	________	________	________	________

D. Crossword Puzzle Fill in missing letters to complete the puzzle with words from the Word List.



WORD LIST

- BARREN
- BROKEN
- CHEST
- CLAMP
- FAST
- FIELD
- HOLD
- LEFT
- NOW
- OWN
- STAMP
- SWIFT
- TENT
- WENT
- WINGED

▶ Writing Skills Mini-Lesson: Sentences and Capitalization

When you write sentences, be sure they are complete. Be sure they are capitalized correctly. Follow these rules:

1. A sentence states a complete thought. It begins with a capital letter and ends with a period.

   I have a dream**.**

2. A question begins with a capital letter and ends with a question mark.

   What is your dream**?**

3. Always capitalize the word *I*. Capitalize people's names.

   Don **G**rant and **I** each have a dream.
   What is our dream?
   Don wants a new job, and so do **I**.

Practice

Rewrite each sentence. Capitalize the correct words. Write a period (.) or a question mark (?) at the end of each sentence.

1. don grant wants a better job

____

2. he wants to make more money, and so do i

____

3. how will don and i get new jobs

____

4. he and i will have to work hard to get them

____

Unit 1 Review

Reading Review

Dreams

In this unit, we learned about some hopes and dreams. Ken, Jan, and Brad want to read better. They go to class to make their dreams come true. Sal wanted a better life. He came to Texas to make this dream come true.

Dreams mean a lot to Ken, Jan, Brad, and Sal. They work hard to make their dreams come true.

Choose the best answer to each question.

1. Which sentence best tells the main idea of "Dreams"?

_____ (1) In this unit, we learned about some hopes and dreams.
_____ (2) Ken, Jan, and Brad want to read better.
_____ (3) Sal wanted a better life.

2. Effect: Ken, Jan, and Brad go to class.

What is the cause?

_____ (1) They want to read better.
_____ (2) They want to have dreams.

3. Effect: Sal came to Texas.

What is the cause?

_____ (1) He learned English.
_____ (2) He wanted a better life.

Word Work Review

Pick the right word. Write it on the line.

1. Ken goes to reading ________________.
(class, grass)

2. He ________________ a son named Russ.
(his, has)

3. Jan hopes to work in a ________________.
(stop, shop)

4. Brad dreams about a better ________________.
(jab, job)

5. Sal has a new ________________.
(plan, plant)

6. We need to ________________ on to our dreams.
(host, hold)

7. Dreams can make us do our ________________.
(bent, best)

Write About It

▶ **Topic:** What is your dream? What are you doing to make it come true?

Prewrite Think about the topic questions. List some ideas.
Write Pick your best ideas. Write about your dream.
Revise Look at your sentences again. Change any words
you want to change. Have someone read your writing.
Can he or she understand it?
Edit Find and correct mistakes in your writing. See page 128.
Final Draft Make a final copy to keep and share.

Unit 2 Everyday Heroes

Not all heroes are big and strong. Not all heroes fight in a war. Not all heroes save a life.

Most heroes are everyday heroes. They are like the people you see each day. They may not plan to be heroes. They may not think they are brave. But these heroes do things that are hard. They do hard things that must be done.

Heroes are brave. We admire this. We admire heroes.

Before you start Unit 2, think about heroes. What makes a person a hero? Who are some heroes you admire?

Lesson 4 ▶ LEARNING GOALS

Strategy: Use what you know to understand what you read
Readings: Read about two real-life heroes
Skill: Make predictions
Writing: Write about what you read
Word Work: Long *a* and long *i*

Before You Read

"A Bus Ride" is about a woman who became a real-life hero. Before you read, answer these questions.

1. Look at the title of the reading on page 39. Look at the picture. What do you think the reading may be about? Write your prediction here.

   ____

   ____

2. Discuss what you know about the U.S. civil rights movement of the 1950s and 1960s.
3. Discuss the kinds of laws that were changed by the civil rights movement.

Key Words

- Alabama had an unfair law.
- Rosa Parks paid her fare to ride the bus.
- Rosa Parks was arrested.
- Now people can sit anywhere on a bus.
- Cesar Chavez formed a union for farm workers.

As You Read

As you read, think about what Rosa Parks did. Why is she a hero?

A Bus Ride

UPI/CORBIS-BETTMANN

ROSA PARKS

In 1955 Rosa Parks took a bus ride. That ride changed her life. It changed the law, too.

Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back of the bus.

One day Rosa Parks got on a bus. She paid her fare. She sat down. But a white man wanted her seat. Ms. Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Many people heard about Ms. Parks. Black people were mad. They didn't ride the buses. They didn't ride for 381 days.

At last the law was changed. Now people can have any seat on the bus. Rosa Parks took a stand. She helped to change the way people live.

After You Read

A. Tell about Rosa Parks's bus ride. Here are some ways to start.

1. First Rosa Parks paid . . .
2. A white man wanted . . .
3. Ms. Parks did not . . .
4. She was . . .

B. Discuss why Rosa Parks is a hero.

Think About It: Making Predictions

When you **predict,** you try to figure out what a reading will be about.

To predict what a reading will be about, use these clues:

- the title
- pictures

On page 38 you made a prediction about the reading.

Copy it here.

____

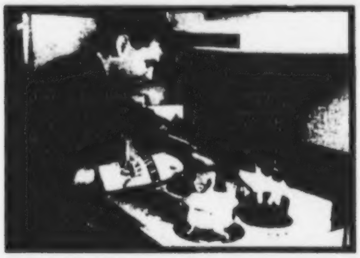
____

How did your prediction match the reading? How did it not match?

Practice

A. Read each title and look at each picture. ✓ Check the prediction that can be made.

1.

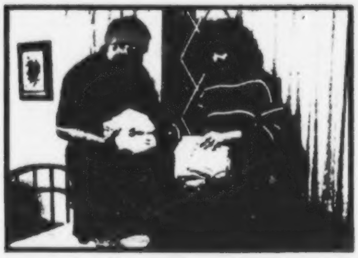


Title: Learning to Cook

Prediction: (1) ____ The man will read a cook book.

(2) ____ The man will learn to cook dinner.

2.



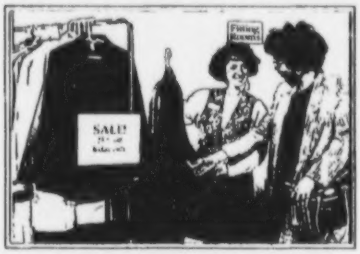
Title: Mexico in May

Prediction: (1) ____ They will take a trip to Mexico.

(2) ____ They will take a trip to Dallas.

B. Read each title and look at each picture. Predict what may happen. Write your prediction.

1.

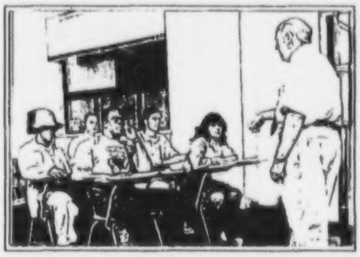


Title: Jan's New Job

Prediction: ______________________________

____

2.

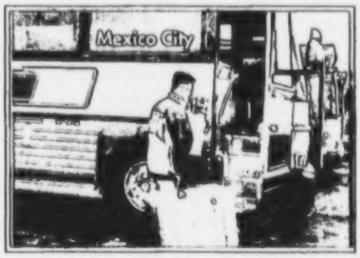


Title: Brad Moves On

Prediction: ______________________________

____

3.



Title: Sal Takes a Trip

Prediction: ______________________________

____

C. Look at the picture on page 42. Read the title. What do you think the article will be about? Write your prediction here.

Prediction: ______________________________

____

Write About It: Write About What You Read

A. Read this article about another real-life hero.

A Hero to Farm Workers

M WORKERS
U
AFL

AP/WIDE WORLD PHOTOS

CESAR CHAVEZ

Cesar Chavez was an everyday hero. He was a farm worker in California. He moved from farm to farm. He worked very hard. But he made almost no money. So he started a union.

The union is called the United Farm Workers. The union helps farm workers get more money.

Cesar Chavez gave farm workers hope for a better life. His work made him a hero.

B. Talk about Cesar Chavez and the United Farm Workers.

C. Write about Cesar Chavez in your own words. Here are some words to help you start.

Cesar Chavez was ______________________________

He worked ______________________________

He started ______________________________

He helped ______________________________

He gave farm workers ______________________________

I think he ______________________________

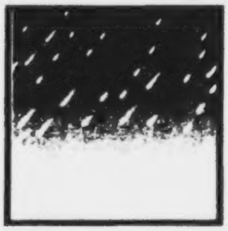
Word Work: Long *a* and Long *i*

a-e, ai, and *ay* = Long *a*

A. The long *a* sounds like the *a* in *name*. Look at the words below. Most words with these letter combinations have a long *a* sound. Read the words.

a-e	**ai**	**ay**
date	paid	day
fare	wait	play
gave	rain	stay
brave	fair	today
plane	sail	maybe

B. Read the word pairs. Underline the word with the long *a* sound.



ran rain

cap cape

sail Sal

plan plane

C. Read the word pairs. Underline the word with the long *a* sound.

1. hat hate tap tape made mad Jan Jane
2. rain ran pan pain pad paid main man

D. Look at the words you underlined in **C.** Talk about the patterns you see. Fill in the blanks in the patterns below.

1. Most words that end in *a* + consonant + silent ______________ have a long *a* sound.
2. Most words with *ai* have a ______________ *a* sound.

i-e and *igh* = Long *i*

E. The long *i* sounds like *i* in *ride*. Look at the words below. Most words with these letter combinations have a long *i* sound. Read the words.

i-e	**i-e**	**igh**
life	like	high
ride	time	might
white	alive	night
write	admire	tight

F. Read the word pairs. Underline the word with the long *i* sound. Then write it on the line.

1. ride rid ______________

2. bite bit ______________

3. sit sight ______________

4. dim dime ______________

5. fit fight ______________

6. fine fin ______________

7. spin spine ______________

8. ripe rip ______________

G. Look at the words you underlined. Talk about the patterns you see. Fill in the blanks in the patterns below.

1. Most words that end in *i* + consonant + silent ______________ have a long *i* sound.

2. Most words with *igh* have a ______________ *i* sound.

H. Sometimes *live* has a short *i* sound. Sometimes it has a long *i* sound. Read the sentences. ✓ Check the ones with a long *i* sound for *live*.

_____ **1.** Sal came to live in Texas.

_____ **2.** Sal lived in Mexico.

_____ **3.** Dreams can change lives.

_____ **4.** Rosa Parks lives in Alabama.

I. Word Families Read the word family words. Write other words you know in each family on the lines.

-ail	**-ain**	**-ake**	**-ace**	**-ame**
fail	main	make	face	came
mail	rain	rake	lace	name
nail	brain	shake	brace	blame
tail	grain	snake	grace	flame
________	________	________	________	________

-ice	**-ine**	**-ite**	**-ight**	**-ind**
mice	fine	bite	night	bind
nice	line	kite	right	find
price	mine	unite	tight	kind
twice	shine	write	bright	grind
________	________	________	________	________

J. Practice Fill in the missing words in the sentences. Choose from the box.

admire	life	ride	right	white

1. Rosa Parks took a bus ________________.
2. A ________________ man wanted her seat.
3. She did not think it was ________________.
4. The bus ride changed her ________________.
5. Many people ________________ Rosa Parks.

▷ **Update on "A Bus Ride"** Rosa Parks worked as a tailor until 1965. Then she worked for a congressman. She retired in 1988. In honor of the stand she took, she is called the "Mother of the Civil Rights Movement."

Lesson 5 ▶ LEARNING GOALS

Strategy: Picture what you read
Reading: Read a news article
Skill: Find details
Writing: Write about a person you interview
Word Work: long *e* and long *y*

Before You Read

"Neighbor Saves Family" is a news article about a house fire. Before you read the article, answer these questions.

1. Picture a house fire in your mind. Talk about the pictures that come to mind. What people do you see? What are they doing?
2. What words do you know that describe a hero? Write them here.

   ______________ ______________ ______________

3. What everyday heroes do you know?

   ____

   ____

Key Words

- Steve Meehan helped his neighbor.
- He was already helping.
- The cause of the fire is not known.
- The family was in danger.
- Today Pete retires from his job.

As You Read

In this story, Steve Meehan is called a hero. As you read, picture Steve's actions in your mind.

Neighbor Saves Family

by Gene Miles

There was a house fire last night. The house was at 5 Beach Street. Steve Meehan, a neighbor, called 911. Then he ran to help Ms. Yee and her baby.

A fire fighter said, "We got to Beach Street fast. But Mr. Meehan was faster. He was already helping. He got Ms. Yee and her baby out the first-floor window. We made sure they were O.K. Then we put out the fire."

STEVE MEEHAN, MS. YEE, PETE GREELEY

Ms. Yee and her baby are fine. "Steve is very brave," Ms. Yee said. "He saved our lives. He's our hero."

The cause of the fire is not known.

After You Read

A. Read the story out loud.

B. Discuss these questions.

1. What did you picture in your mind as you read the article?
2. How did Steve get his neighbors out of the house?
3. Why did Ms. Yee call Steve a hero?
4. Steve's neighbors needed help. He did not stop to think about the danger. Do you think all heroes face danger? Are there other kinds of heroes?

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Think About It: Finding Details

The facts in a news story are **details.** Details give us important information. Can you remember details from "Neighbor Saves Family"?

A. ✓ Check **True** if the detail matches the story. Check **False** if it does not match.

True	**False**	
________	✓	**1.** The house was at 9 Beach Street.
________	________	**2.** Steve Meehan called 911.
________	________	**3.** The Yee family got out the back door.
________	________	**4.** Fire fighters put the fire out.
________	________	**5.** Ms. Yee said Steve is a hero.

B. Complete each sentence. Use details from "Neighbor Saves Family."

1. There was a house fire at ______________________________

2. Steve Meehan ran to help ______________________________

3. He got them out the ______________________________

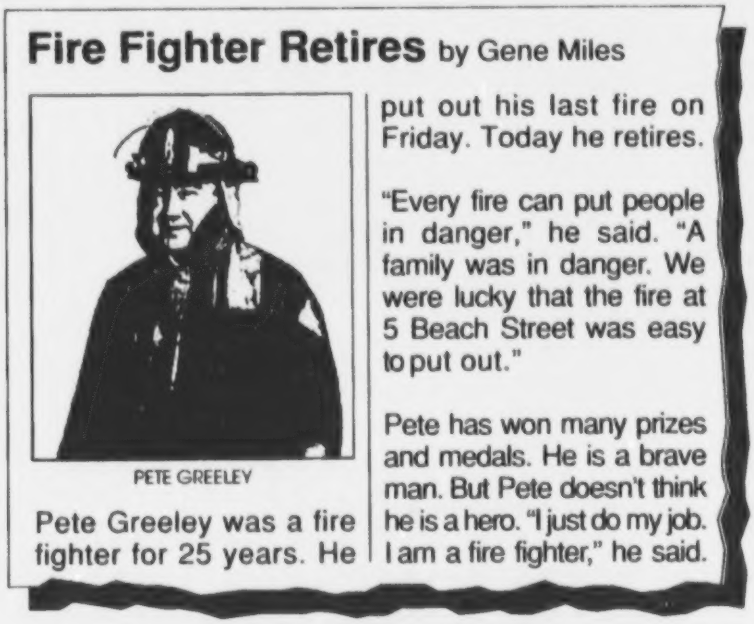
4. The ______________________________ made sure that the Yees were OK.

5. Ms. Yee and her baby are ______________________________

6. Ms. Yee said that Steve is very ______________________________

Practice

A. Read this story.



Fire Fighter Retires by Gene Miles

PETE GREELEY

Pete Greeley was a fire fighter for 25 years. He put out his last fire on Friday. Today he retires.

"Every fire can put people in danger," he said. "A family was in danger. We were lucky that the fire at 5 Beach Street was easy to put out."

Pete has won many prizes and medals. He is a brave man. But Pete doesn't think he is a hero. "I just do my job. I am a fire fighter," he said.

B. Complete each sentence. Use details from "Fire Fighter Retires."

1. ______________________________ was a fire fighter for 25 years.

2. Pete put out his last fire ______________________________

3. Pete retires ______________________________

4. Pete has won many ______________________________

5. Pete is a ______________________________ man.

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Write About It: Write About a Person You Interview

Reporters ask questions to get the facts right. These are some of the questions they ask.

Who? What? Where? When? Why?

Reporters ask	When they want to know
Who?	about people
What?	what happened
Where?	the place
When?	the time, day, week, month, or year
Why?	the cause

A. There are many facts in "Neighbor Saves Family." You have to ask questions to get the facts. Match the question to the correct answer.

__b__ **1.** Who was a hero? **a.** The Yees had a house fire.

____ **2.** What happened? ✓ **b.** Steve Meehan

____ **3.** Where was the fire? **c.** It is not known.

____ **4.** When was the fire? **d.** at 5 Beach Street

____ **5.** Why did the fire start? **e.** last night

B. Use a word from the box to complete each question below. Some words may be used more than once. Then interview a partner. Write your partner's answers in the blanks.

Who What Where When Why

Questions	**My partner's answers**
1. __________ is your name?	____________________
2. __________ were you born?	____________________
3. __________ do you live?	____________________
4. __________ do you like to do?	____________________
5. __________ work do you do?	____________________

Now write your own question. Ask your partner this, too.

6. ____

____

C. Write about your partner. Use the facts you learned. Then read your writing aloud.

1. My partner's name is ____________________

2. ______________ was born ____________________
(partner's name)

3. ______________ lives ____________________

4. ______________ likes to ____________________

5. ______________ works ____________________

6. ____

Word Work: Long *e* and Long *y*

e, ee, and *e-e* = Long *e*

A. Long *e* sounds like *e* in *be*. Look at the words below. Most words with these letters have a long *e* sound. Read the words.

e	**ee**	**e-e**
be	need	Pete
he	week	Steve
me	green	these
she	street	complete

B. The Letters *ea* Look at the words below. The letters *ea* have three different sounds. Read the words.

ea as in **each**	**ea** as in **head**	**ea** as in **great**
easy	bread	break
reach	ahead	steak
year	already	greatly
dream	breakfast	outbreak

Tip When you see a new word with *ea*, first try *ea* as in *each* (long *e*). Then, if you don't hear a word you know, try *ea* as in *head* (short *e*). Last try *ea* as in *great* (long *a*).

C. Sometimes *read* has a long *e* sound. Sometimes it has a short *e* sound. The sound depends on the sentence. Read the sentences. ✓ Check the ones with a long *e* sound for *read*.

_____ **1.** Did you read the story in the newspaper?

_____ **2.** Steve read about the house fire.

_____ **3.** Ken reads to Russ every night.

_____ **4.** I read about the fire last night.

D. *y* as a Long Vowel The letter *y* can sound like long *i* as in *my* or like long *e* as in *any*. Read the words.

y as in **my**	y as in **any**
by	city
fly	many
why	story
myself	family

Practice

E. Finish the sentences. Use the words in the box.

easy
Why
bravery

1. ______________ do we admire heroes?

2. We admire their ______________.

3. It is not ______________ to be a hero.

F. Read these words. Cross out the word in each row that does not have a long vowel sound. The first one is done for you.

1. we	weed	week	~~web~~
2. peek	pet	peel	Pete
3. bet	bee	be	by
4. feet	feel	fee	fed
5. heed	head	he	heel
6. flee	fly	fleet	flat

▶ **Update on "Neighbor Saves Family"** The Yee family is glad they are safe. Their house was saved, too. They have put smoke detectors in their house. They joined the Neighborhood Watch program with Steve Meehan. Now they all watch out for their neighborhood.

Lesson 6 ▶ LEARNING GOALS

Strategy: Use your experience to help you understand what you read
Reading: Read a poem
Skill: Make inferences
Writing: Write a paragraph
Word Work: Long *o* and long *u*

Before You Read

"Can't" is a poem about an everyday hero. This person was afraid to try something. Before you read the poem, answer these questions.

1. Have you ever been afraid to try something because you might fail? If so, what was it?

   ____

   ____

2. Did you ever do something just to prove you could? If so, what?

   ____

   ____

3. Do you agree that doing something hard can make a person a hero? Why or why not?

   ____

   ____

Key Words

- I once said I couldn't do it.
- I screamed it.
- I know you can't.
- I did prove them wrong.

365

As You Read

In "Can't," the poet is afraid to try something. Then she changes her mind. As you read, think about what the poet might have been afraid to try.

Can't

E. M. Marsh

I once said I couldn't do it
I screamed it
I yelled it
I told everyone

Then
One day
Someone said
"I know you can't"

Then I did it
To prove them wrong

After You Read

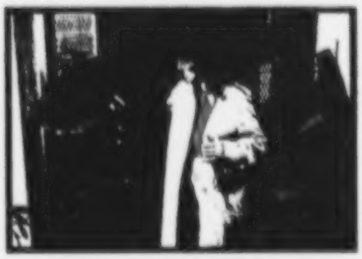
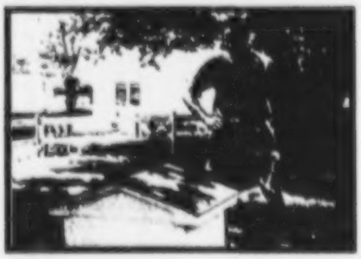
A. Read the poem out loud.

B. Discuss these questions.

1. What happened in the first stanza?
   What might the poet have been afraid to try?
   How do you think the poet felt?
2. What happened in the second stanza that made her change her mind?
3. Why do you think the poet decided to do it?
4. Who do you think it is harder to convince about things—yourself or other people? Why?

Think About It: Making Inferences

When you **infer,** you use clues to figure out something not said.

Clue	Inference
	**1.** She has just come in from the rain.
	**2.** He has just built a dog house.

Practice

Answer the riddles. Use the words in the box.

toast sea tree today

1. I am wet.
I am blue.
I have wave after wave.
I am the ______________.

2. I am after yesterday.
I am before tomorrow.
I am now.
I am ______________.

3. I am brown and dry.
I get buttered.
I used to be bread.
I am ______________.

4. I am tall.
I give shade in summer.
I am bare in winter.
I am a ______________.

Write About It: Write a Paragraph

A. In "Can't," the poet did something that was hard for her to do. She proved to herself and to others that she could do it.

Think of something you have done that was hard for you. Finish these sentences. Or, if you prefer, write your own sentences.

I did a hard thing when ____________________

I did not ____________________

I wanted to ____________________

I decided that ____________________

It was ____________________

I felt ____________________

B. Copy your sentences into a paragraph.

____

____

____

____

____

____

Word Work: Long *o* and Long *u*

A. *o, oe, oa,* and *o-e* = Long *o* Long *o* sounds like the *o* in *go*. Look at the words below. When you see words with these letters, give them the long *o* sound. Read the words.

o	**oe**	**oa**	**o-e**
go	toe	goal	home
no	hoe	road	hope
hero	Joe	soap	broke
over	goes	toast	wrote

B. *u* and *u-e* = Long *u* Long *u* sounds like the *u* in *use* or the *u* in *June*.

Give the words below the sound of *u* as in *use*.

u	**ue**	**u-e**
menu	argue	cute
music	rescue	mule
union	statue	refuse
united	value	perfume

Give the words below the sound of *u* in *June*.

u	**ue**	**u-e**
flu	due	tune
duty	blue	rule
ruby	glue	include
super	true	produce

C. Practice Read these words. Cross out the word in each row that doesn't have a long vowel sound.

1. rode rope road rod

2. cute cube cut clue

3. so son soap spoke

4. hop hope hoe hero

D. Word Families Read the word family words. Write other words you know in each family on the lines.

-oat	-one	-ore	-old	-use
boat	bone	more	old	fuse
float	tone	tore	bold	excuse
gloat	alone	store	cold	misuse
throat	phone	before	gold	refuse
________	________	________	________	________

E. More Practice Pick the word pair that rhymes with the underlined words. Finish the rhymes. ✓Check off the word pairs as you use them.

alone phone ✓boat float

blue true hoe toe

1. She put on her coat as the boat began to float.
2. There is a tone on the ____________. But he is not ____________.
3. The rent is due. It's ____________. I feel ____________.
4. Joe hurt his ____________ on my garden ____________.

F. Work with a partner. Pick a word family. Write a rhyming sentence here.

Writing Skills Mini-Lesson: **Contractions**

A **contraction** is formed when two words are combined into one. At least one letter is dropped. An **apostrophe** takes the place of the missing letter or letters.

can not ➡ can't

is not ➡ isn't

Here are some other common contractions.

are not ➡ aren't
was not ➡ wasn't
were not ➡ weren't
do not ➡ don't
does not ➡ doesn't
did not ➡ didn't

has not ➡ hasn't
have not ➡ haven't
had not ➡ hadn't
will not ➡ won't
could not ➡ couldn't
would not ➡ wouldn't

Practice

A. Write the contraction.

1. did not ____didn't____
2. do not ______________
3. is not ______________
4. has not ______________
5. could not ______________
6. would not ______________

B. Rewrite each sentence. Put the apostrophe (') in each contraction.

1. She thinks she cant do it.

____

2. Isnt it time for her to try?

____

3. She wont give up now.

____

Unit 2 Review

Reading Review

Everyday Heroes

Heroes are people who do brave things. They do hard things that must be done. Rosa Parks was a hero. She took a stand in 1955, and an unfair law was changed. Cesar Chavez was a hero. He helped change farm workers' lives. Steve Meehan was a hero. He saved the Yee family.

Sometimes heroes do things no one thinks they can do. Sometimes heroes do things they didn't know they could do. This is what happened in the poem "Can't."

Think of the people you know. Maybe some of them are heroes, too.

Answer these questions. Write complete sentences.

1. What do we call people who do brave things?

2. In what year did Rosa Parks take a stand?

3. Who did Cesar Chavez help?

4. What kind of person do you think Steve Meehan is?

5. Why do you think the poet in "Can't" did what she did?

Word Work Review

Pick the right word. Write it on the line.

1. Rosa Parks's story is ________________.
(trunk, true)

2. Rosa Parks ________________ the fare.
(pad, paid)

3. She took a ________________.
(sat, seat)

4. Steve saw the ________________.
(fir, fire)

5. He ________________ the Yees.
(saved, said)

6. Cesar Chavez helped ________________ workers.
(farm, frame)

7. He helped workers get ________________ pay.
(more, move)

Write About It

▶ **Topic:** Think of someone you feel is a hero. What has this person done to make him or her a hero?

Prewrite Discuss the topic questions. List some ideas.
Write Pick your best ideas. Write a paragraph about your hero.
Revise Look at your writing again. Change any words you want to change. Have someone read your writing. Can he or she understand it?
Edit Find and correct mistakes in your writing. See page 128.
Final Draft Make a final copy to keep and share.

Unit 3 Thrilling Moments

Come to a surprise party for Ph
154
FINISH
FINISH
FINISH
FINISH
FINISH
FINISH
FINISH

Thrilling moments are important to us. We love moments that make our lives exciting. We love to think about exciting moments. We love to talk about these moments, too.

We have different ideas about what's thrilling. Some of us are thrilled by winning a game or a race. Some of us are thrilled when good things happen to us at work. We are all thrilled when we reach a goal.

Before you start Unit 3, think about thrilling times in your life. Talk about them. What made those times special? What made them thrilling for you?

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Lesson 7 ▶ LEARNING GOALS

Strategy: Use your experience to help you understand what you read
Reading: Read a story
Skill: Identify cause and effect
Writing: Write a story
Word Work: Digraphs (*ch, sh, th, ph, wh*)

Before You Read

In "The Promotion," Rich Marsh has a special success at work. It is a thrilling moment for him. Before you read "The Promotion," answer these questions.

1. Think of a special success you have had. Was it at home? At work? At school? What was thrilling about this success?

2. ✓ Check the sentences that are true for you. Write two more examples of your own.

   Things that have thrilled me:
   _____ winning a game or race
   _____ getting my first job
   _____ seeing my child for the first time

   ____

   ____

Key Words

- Rich works at Alpha Company.
- He puts computer chips on thin boards.
- Things were not always good.
- Each Thursday the warehouse sent 10 boxes of chips.
- Ms. Chin thanked me.

As You Read

In "The Promotion," Rich Marsh helps make things better at work. As you read, think about Rich. How does he feel about working for Alpha?

The Promotion

My name is Rich Marsh. I work for the Alpha Company. I put computer chips on thin boards. I like my job now. But things were not always good.

My work team had problems. Each Thursday the warehouse sent us 10 boxes of chips. Some weeks we needed more chips. Then we had to sit and wait. We call this waiting "down time."

Some weeks we needed fewer chips. But on Thursday we got 10 boxes anyway. Then we had to find some place to put them all.

Then I had an idea. I wanted to change the way boxes are sent. My boss, Ms. Chin, liked my idea. Now our team calls the warehouse when we are down to two boxes. We can call any day. We get 10 boxes the next day.

Now we get chips when we need them. We have no more down time. We have no more boxes in the way. We save time. Ms. Chin is glad. She thanked me for helping my team to work better. Then she made me team leader! I was thrilled!

After You Read

Discuss these questions.

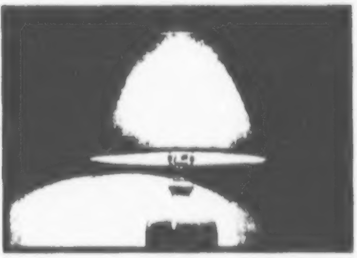
1. What caused Rich to talk to Ms. Chin?
2. How does Rich feel about working for Alpha now? Why?

Think About It: Identifying Cause and Effect

In Lesson 2, you worked with cause and effect. A **cause** is what makes something happen. An **effect** is what happens.

Cause

Effect

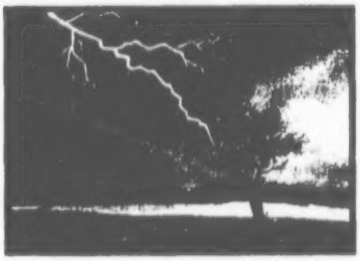


Practice

A. Match Write the letter of the correct effect next to the cause.

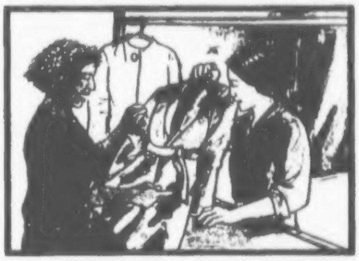
Cause

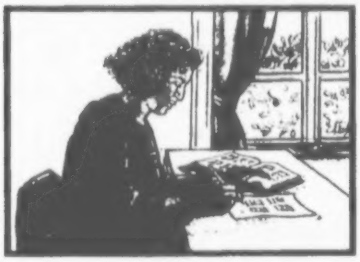
Effect



1. _____

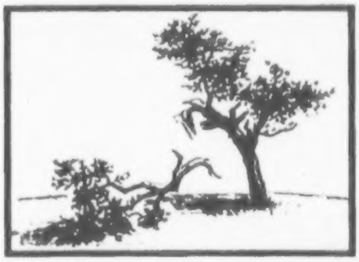
a.

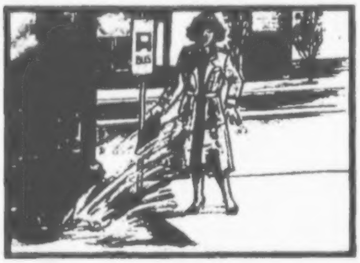




2. _____

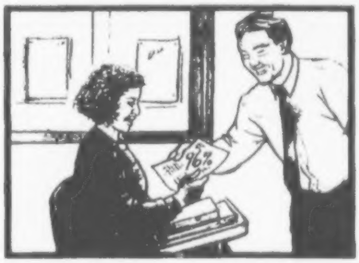
b.





3. _____

c.



B. Match Write the letter of the correct effect next to the cause.

Cause	**Effect**
_____ **1.** Some weeks the team did not use all 10 boxes. But on Thursday 10 more boxes came.	**a.** The team had down time.
_____ **2.** Some weeks the team needed more than 10 boxes.	**b.** Rich's team changed the way it worked.
_____ **3.** Rich had an idea.	**c.** The team ran out of space to store the boxes.

C. Copy the sentence that tells the effect of each cause.

- The team gets 10 boxes the next day.
- Rich got a promotion.
- The team sat and waited.

1. Cause: The team ran out of chips.

Effect: ______________________________

2. Cause: The team calls the warehouse for more chips.

Effect: ______________________________

3. Cause: Rich's idea worked well.

Effect: ______________________________

Write About It: Write a Story

Wise old sayings are called **proverbs.** They often tell about a cause and an effect.

A. Match Write the letter of the words that complete each proverb. Then talk about what each proverb means.

b 1. Haste	a. killed the cat.
____ 2. Waste not,	✓ b. makes waste.
____ 3. Curiosity	c. gets the worm.
____ 4. United we stand,	d. want not.
____ 5. The early bird	e. divided we fall.

B. Here are more proverbs. Rewrite the proverbs in your own words. You may work with a partner. The first one is done for you.

1. **Proverb:** A stitch in time saves nine.

Rewrite: If you fix a problem before it gets big,

then you'll save yourself a lot of trouble.

2. **Proverb:** An apple a day keeps the doctor away.

Rewrite: If ______________________________

then ______________________________

3. **Proverb:** Absence makes the heart grow fonder.

Rewrite: If ______________________________

then ______________________________

C. Write the proverb endings or make up your own new ending.

1. When the cat's away ____________________

2. April showers bring ____________________

3. A penny saved is ____________________

D. Find or make up another proverb. Then rewrite it with a partner.

Proverb: ____________________

Rewrite: If ____________________

then ____________________

E. Choose one of the proverbs on these pages, or think of one of your own. Write a story that tells how the proverb came true for you. Write a title for your story.

____

The proverb ____________________

____

____

came true for me when ____________________

____

____

I learned that ____________________

____

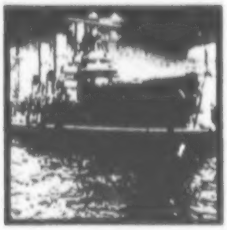
____

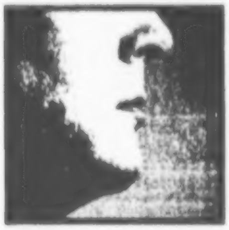
Word Work: Digraphs (*ch, sh, th, ph, wh*)

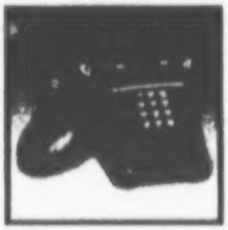
A. Two letters that spell one sound are called a **digraph.** Read these words. Do you hear one sound for each digraph?

ch	sh	th	th	ph	wh
change	shower	thank	this	Alpha	when
cheer	shoe	thin	that	phone	what
children	fish	thing	father	nephew	whale
chin	ship	moth	than	Phil	why
reach	finish	bathtub	another	elephant	anywhere

B. Look at each picture. Find the word in the lists above. Write it on the line.







C. Use words from the lists above. Find words with *ch, sh, th, ph,* or *wh* for each group.

People	Animals	Question words	Things
nephew	fish	what	bathtub

D. Word Families Use a digraph from the box to make a word for each word family. Then write one other word you know in each family.

ch ph sh th wh

-one	-eat	-in	-en	-ine
phone	cheat	shin	then	whine
shone				
bone				

E. Pick the right word for each sentence. Write it on the line.

1. Rich called a friend on the __________________.
(phone, shone)

2. He said, "I met __________________ my boss today."
(wish, with)

3. "Ms. __________________ liked my idea."
(Thin, Chin)

4. "__________________ made me team leader!"
(The, She)

▷ **Update on "The Promotion"** Rich's team works better now. And Rich has new ideas all the time. Last month Ms. Chin went to work at another Alpha plant. She wants Rich to work for her there. Rich likes these new and thrilling changes in his job.

Lesson 8 ▶ LEARNING GOALS

Strategy: Use what you know to understand what you read
Reading: Read a story
Skill: Sequence events
Writing: Make a list
Word Work: Three-letter initial blends (*scr, spl, spr, str, thr*)

Before You Read

In "The Thrill of the Race," Phyllis Jones trains to run in the Boston Marathon. Before you read the story, discuss these questions.

1. What is a marathon? How is it different from other races?
2. Think of a marathon you have seen on TV or in real life. What do you remember about the runners? How did they look?
3. In a big marathon like the Boston Marathon, thousands of people run. Not every runner finishes the race. And only a few are winners. Why is it important for people to run when they know they probably won't win?

Key Words

- Phyllis ran in the Boston Marathon.
- Phyllis stretched each day.
- She sprained her ankle.
- The race was held on Patriots' Day.
- Her friends screamed and cheered.
- Phyllis sprinted for the finish line.

As You Read

In this story, Phyllis works hard to reach her goal. As you read, think about Phyllis's experience. How does it compare to what you already know about marathon runners?

The Thrill of the Race

AP/WIDE WORLD PHOTOS

Phyllis Jones is 35 years old. She has always liked to run. This year she wanted a new thrill. She wanted to run in the Boston Marathon.

Phyllis trained hard for the 26-mile race. She stretched. She worked out. She ran each day. At one point, she sprained her ankle. But she didn't give up. At last she was in shape for the marathon.

The race was held on Patriots' Day in April. More than 5,000 runners waited for the starting gun. When it fired, the runners took off. The crowd cheered.

Phyllis made a strong start. Her friends saw her run by. They screamed and cheered. But the finish line was far away. She was hot. Her legs began to get sore. She wanted to stop. But she made herself go on. Finally Phyllis saw the finish line. She sprinted for it.

Phyllis finished the Boston Marathon! She ran all 26 miles, and she did it in just over three hours. What a thrill!

After You Read

A. Retell Phyllis's story in your own words.

B. Discuss how Phyllis's experience compares with what you know about marathon runners.

Think About It: Sequencing Events

In Lesson 1, you worked with sequence. **Sequence** is the order in which things happen.

First it is time to get up.

Second it is time to go to work.

Then it is time for lunch.

Last it is time to go home.

Practice

A. Read the sentences. Number them in order. Then copy the correct sequence word next to each sentence.

First   Second   Then   Last

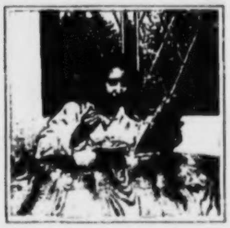
____ ________________ Phyllis finished in just over three hours.

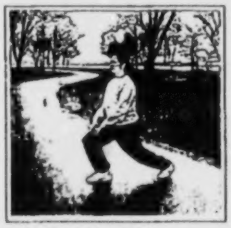
____ ________________ Phyllis made a strong start in the race.

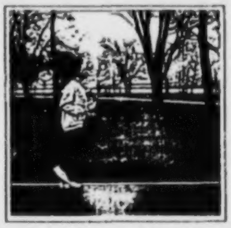
__1__ ________________ Phyllis wanted to run in the Boston Marathon.

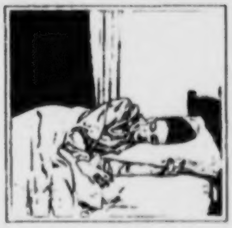
____ ________________ Phyllis trained hard for the race.

B. Phyllis Jones works to stay fit. Look at the pictures of Phyllis's day.


First


Second


Then


Last

Read the sentences. Number them in order. Then copy the correct sequence word next to each sentence.

1 First Phyllis starts with a good breakfast.

___ __________ she gets the sleep she needs at night.

___ __________ she jogs or runs.

___ __________ she does warm-up stretches.

C. Copy the sentences in order. Write a title for your paragraph.

____

Each day Phyllis works hard to stay fit. First ____________________

Write About It: Make a List

Phyllis's friends want to celebrate her thrilling run. They are planning a surprise party for her.

A. Unscramble the sentences to find out about the party. Write them on the lines.

Plans for Phyllis's Party

a to party surprise Phyllis for Come

ran the She Marathon

Joe's at party is The

there Be 7 Friday at p.m.

Come to a surprise party for Phyllis!

____

____

____

B. Here are Joe's plans for the party. Copy them onto the right lines below.

- when the bell rings, everyone hides.
- everyone jumps out and yells "Surprise!"
- everyone gets here by 7 o'clock.
- Joe lets Phyllis in.

First everyone gets here by 7 o'clock.

Second, ______________________________

Then ______________________________

Last ______________________________

C. Work with a partner. Plan a party or celebration. List your plans. Here are some ideas to help you start.

My Plans for a Party

_____ Clean the house. _____ ____________________________
_____ Write a guest list. _____ ____________________________
_____ Plan a menu. _____ ____________________________
_____ Make phone calls. _____ ____________________________

D. Number your list in the order in which you would do the tasks. Copy your list in the right order on the lines below.

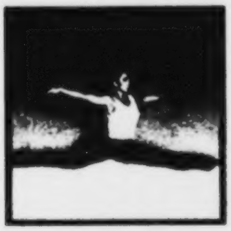
1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____

Word Work: Three-letter Initial Blends (*scr, spl, spr, str, thr*)

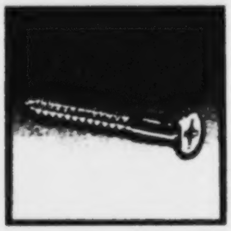
A. You can hear three sounds in most three-letter blends. Listen to these words.

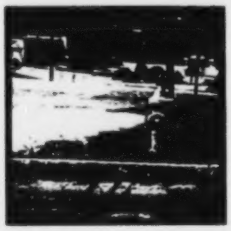
scr	**spl**	**spr**	**str**	**thr**
scrap	split	sprain	strain	three
scream	splash	spray	street	threw
screw	splice	spring	stretch	thrill
scrub	splendid	sprint	strong	thread
screen	splinter	sprout	strawberry	through

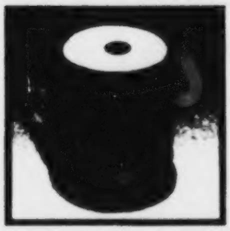
B. Look at the pictures. Find the word above. Write the word on the line.

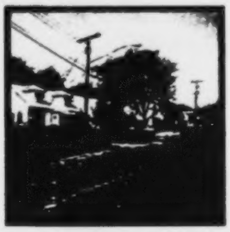


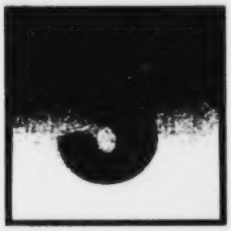
split

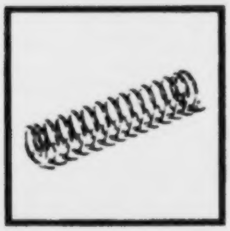












C. Cross out the word in each row that does not belong.

1. thread through thank threw

2. sting strong strain street

3. spray splash sprain sprout

4. scrub scream scrap scold

D. Word Families Use a three-letter blend from the box to make a new word in each word family. Then write another word you know in each family.

scr spl spr str thr

-ain	-int	-ead	-eam	-ew
sprain	splint	spread	stream	screw
strain				

E. Pick the right word for each sentence. Write it on the line.

1. Phyllis wanted a new ________________. (thrill, spill)
2. She became a ________________ runner. (strong, throng)
3. She ________________ her ankle. (sprained, drained)
4. The race was held in the ________________. (string, spring)
5. Phyllis's friends ________________ and cheered. (screamed, dreamed)
6. Phyllis ________________ for the finish line. (printed, sprinted)

▷ **Update on "The Thrill of the Race"** Phyllis still runs each day. She wants to keep fit. Some of her friends run with her now. They want to keep fit, too. What kinds of things do you do to keep fit?

Lesson 9 ▶ LEARNING GOALS

Strategy: Picture what you read
Reading: Read a poem
Skill: Make inferences
Writing: Write a poem
Word Work: Three-letter final blends (*nch, nce, nge, rse, dge*)

Before You Read

In the poem "Winner," Gene Fehler describes a thrilling moment that a boy and his father shared. Before you read the poem, discuss these questions.

1. Think of a baseball game you have played or seen. What thrilling moments do you remember?
2. Do you remember a time when someone was very proud of something you did? How did it make you feel?

Key Words

Here are some baseball terms that appear in the poem "Winner."

- **home plate:** where a batter stands to hit the ball
- **fast ball:** a pitch thrown at full speed
- **curve ball:** a pitch that curves unexpectedly before it reaches home plate
- **checked swing:** a swing of the bat that is started but not completed because the batter changes his or her mind
- **foul:** a baseball that is hit out of bounds or into foul territory
- **dying quail:** a softly hit ball that lands safely in front of the outfielder for a base hit
- **single:** a hit where the batter gets to first base safely
- **left-center:** just left of the middle of the outfield on a baseball field

As You Read

In "Winner," the poet describes a thrilling moment from a man's childhood. As you read, try to see what the poet is saying. What pictures do you see in your mind?

Winner

Gene Fehler

what I remember most
is my dad behind the rusted screen
back of home plate
"You can hit this guy!"
his voice not letting up
through four fast balls
(two misses swinging late,
two fouls on checked swings)

then the curve ball and the dying quail
into left-center,
the winning run sliding home,
my dad all smiles,
slapping backs in the bleachers
as if HIS single had won the game

After You Read

A. Read the poem aloud.

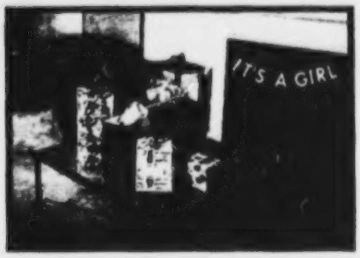
B. Discuss these questions.

1. What happens in this poem? Retell it in your own words.
2. What pictures came to mind as you read this poem?
   What words does the poet use to help you see those pictures?
3. Picture the boy's dad during this game. Who is more thrilled
   by the boy's hit—the boy or his dad? Why do you think so?

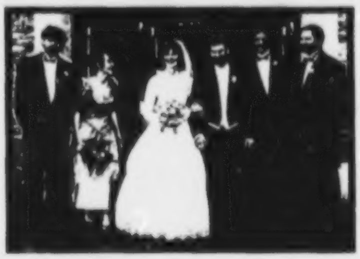
Think About It: Making Inferences

In Lesson 6, you worked with inferences. When you **infer,** you use clues to figure out something not said. What can you infer from the scenes below?

What's the occasion?



1. A new baby has been born.



2. They just got married.

Practice Read the lines from the poem. ✓ Check the inference that can be made.

1. what I remember most
is my dad behind the rusted screen
_____ (1) The boy's dad being at the game was most important.
_____ (2) The boy remembers the rusted screen best.

2. "You can hit this guy!"
his voice not letting up
_____ (1) The boy's dad is calm.
_____ (2) The boy's dad is excited.

3. then the curve ball and the dying quail . . .
the winning run sliding home
_____ (1) The boy slid into home plate.
_____ (2) The boy's hit won the game.

4. my dad . . . slapping backs in the bleachers
as if HIS single had won the game
_____ (1) The boy's dad was very proud of him.
_____ (2) The boy's dad won the game.

Write About It: Write a Poem

A. "Winner" tells about a thrilling moment in a boy's life. Think of a thrilling moment you have had. Write about it here.

My thrilling moment was ______________________________

I was ______________________________

What I remember most is ______________________________

____

I felt ______________________________

I can still see ______________________________

I can still hear ______________________________

I can still taste ______________________________

I can still feel ______________________________

B. Pick your best ideas and write a poem. Here are some ways to start.

____

What I remember most ______________________________

____

I was ______________________________

I can still ______________________________

____

I can still ______________________________

____

It still makes me feel ______________________________

____

Word Work: Three-letter Final Blends (*nch, nce, nge, rse, dge*)

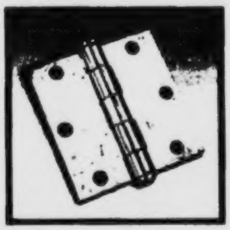
A. In Lesson 8, you read words that begin with three-letter blends. You can find three-letter blends at the end of words, too. Read these words.

nch	nce	nge	rse	dge
inch	once	change	horse	edge
bench	fence	hinge	nurse	badge
branch	since	lunge	purse	fudge
lunch	prince	orange	course	bridge

B. Read the two words under each picture. Pick the word that says what you see. Then write it on the line.

fence finch

____

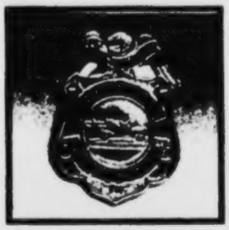


hedge hinge

____

purse prince

____



badge bridge

____

C. Choose the right word to finish the sentences.

1. My dad and I had ____________________ at the ball game.
(lunch, lunge)

2. We sat on a ____________________ in the sun.
(badge, bench)

3. We had apples, ____________________, bread, and cheese.
(oranges, changes)

4. Then we had some ____________________.
(fence, fudge)

D. Word Families Read the word families and the words. Write other words you know in each family on the lines.

-ance	-ench	-inch	-inge	-edge
dance	bench	cinch	hinge	hedge
chance	clench	clinch	cringe	wedge
France	wrench	pinch	twinge	pledge
__________	__________	__________	__________	__________

E. Unscramble each word to finish the sentences. The underlined word is a rhyming clue.

(Fernac) **1.** Lee learned to dance when he was in ______________.

(surpe) **2.** The nurse took her keys from the ______________.

(edweg) **3.** He cut the hedge into a ______________.

(chrewn) **4.** Fix the bench with this ______________.

(grenic) **5.** The sound of the hinge made me ______________.

F. Pick three words from the word families above. Scramble the letters and write the scrambled words here. Let a partner unscramble your words.

Your Scrambled Words	Partner's Real Words
______________________	______________________
______________________	______________________
______________________	______________________

▶ Writing Skills Mini-Lesson: Plurals

Plural means more than one. Most plurals are formed by adding *-s* or *-es* to a word. To make a word plural, follow these rules.

1. Add *-s* to most words.

job + s = jobs   game + s = games   day + s = days

2. Add *-es* to words ending in *s, x, z, ch,* and *sh.*

boss + es = bosses   box + es = boxes   wish + es = wishes

3. If a word ends in a consonant + *y*, change the *y* to *i* and add *-es.*

city + es = cities   company + es = companies

Practice

A. Write the plurals.

1. car + s ________________

2. class + es ________________

3. party + es ________________

4. bench + es ________________

B. Make each word plural. Write the plural word on the line.

1. (idea) Rich Marsh has many good ________________.

2. (worker) He is one of the best ________________ at Alpha.

3. (boss) Someday he may be one of the ________________.

4. (stretch) Phyllis did many warm-up ________________.

5. (story) There are many ________________ about baseball.

6. (family) Friends and ________________ come to see them play.

Unit 3 Review

Reading Review

Thrilling Moments

Thrilling moments are an important part of our lives. Thrilling moments can make us feel good. They can make us feel strong. They can help us prove just what we can do.

In Unit 3, you read about three people who had thrilling moments. Rich Marsh helped his team at the Alpha Company work better. This made him feel good. Phyllis Jones ran in the Boston Marathon. She was thrilled when she finished the race. A boy hit a winning single. He and his father were thrilled.

We also like to think of thrilling moments in our own lives. We like to share these moments with others, too. We like to have some excitement in our lives.

Choose the best answer to each question.

1. Which sentence best tells the main idea of "Thrilling Moments"?

_____ (1) Rich Marsh helped his team work better.
_____ (2) We like to share these moments with others.
_____ (3) Thrilling moments are an important part of our lives.

2. Rich's idea helped his team save time. The team worked better. Which proverb best describes Rich's idea?

_____ (1) Haste makes waste.
_____ (2) A stitch in time saves nine.
_____ (3) A friend in need is a friend indeed.

Word Work Review

Unscramble each word to finish the sentences.

1. (thllnirig) Most people like ________________ moments.

2. (eedg) We like to sit on the ________________ of our seats.

3. (ceamrs) Some people ________________ when they are thrilled.

4. (resha) Most people like to ________________ their excitement.

5. (nepho) We may call our friends on the ________________.

6. (ocne) We may tell the story more than ________________.

7. (reeth) We may tell the story more than ________________ times.

8. (ngecha) Thrilling moments can ________________ our lives.

Write About It

▶ **Topic:** Think of a thrilling moment in your life. Why was it thrilling? Why was it important to you?

Prewrite Discuss the topic questions. List a few ideas.
Write Pick your best ideas. Write a paragraph about your thrilling moment.
Revise Look at your writing again. Change any words you want to change. Have someone read your writing. Can he or she understand it?
Edit Find and correct mistakes in your writing. See page 128.
Final Draft Make a final copy to keep and share.

Unit 4 Friendship

What would we do without our friends? Friends share our lives. They help us when we are in trouble. They stay with us through good times and bad. Friends are a support we can lean on.

Friends make our lives richer, too. We laugh with our friends. Sometimes we cry with them, too. Friends teach us things we didn't know. And they let us teach them things we think are important.

Before you start Unit 4, think about the friends in your life. What do your friends add to your life? How do they make your life richer?

Lesson 10 ▶ LEARNING GOALS

Strategy: Use what you know to help you understand what you read
Reading: Read a poem
Skill: Understand the main idea
Writing: Write a poem
Word Work: Special vowel combinations (*au, aw, oi, oy, oo,* and *ou*)

Before You Read

In "The Arch," poet Shirley Kaufman uses the image of an arch to talk about friendship. Look at the picture of the arch on page 91. Then answer these questions.

1. Write a sentence that describes the arch.

____

2. Where do you see arches? How are they used?

____

3. Why do you think a poet might use the image of an arch when talking about friendship?

____

Key Words

- Half the world leans on the other half.
- An arch stands on two feet.
- You help me stand up straight and tall.
- We need the love and laughter of our friends.

As You Read

As you read "The Arch," think about arches and about friendship. In what ways is an arch like two friends?

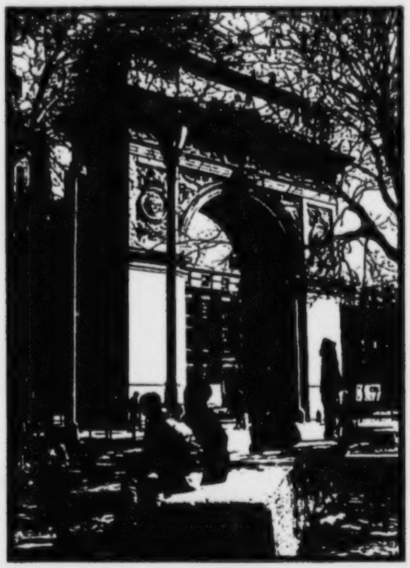
The Arch

Shirley Kaufman

Half the world leans
on the other half
  to make it stand.

That's how an arch
stays up,
  two feet on land.

That's why I feel
so straight
  when you hold my hand.



After You Read

A. Read the poem aloud.

B. Discuss these questions.

1. In what ways is an arch like two friends?
2. An arch is both strong and beautiful. Is an arch a good image for friendship? Why or why not?
3. How do you feel after reading this poem?

Think About It: Understanding the Main Idea

In Lesson 3, you worked with main idea. The **main idea** of a poem is its most important message.

Read "The Arch" again. Each stanza, or group of lines, tells about different types of support:

- leaning on each other
- helping each other stay up
- holding each other's hands

Even though the word *friend* does not appear in the poem, the stanzas lead us to infer that the main idea of the poem is:

Friends support each other.

Practice

Read "Friends." Then answer the question.

Friends

We all need friends. We need their support. We need their advice. We need their love and laughter. We need friends because they help us get through life.

To have friends, we must also be a friend. It is as important to give support as it is to get it. It is as important to love as it is to be loved. We need to share with our friends. This helps us be all that we can be.

Which sentence best tells the main idea of "Friends"?

_____ (1) We need their advice and their love.
_____ (2) We need to give and get support.
_____ (3) We all need to share with our friends.

Write About It: Write a Poem

A. Here is another poem about friendship.

Smiles

A smile's like a bridge
  spanning the air.

People smile at each other
  to show they care.

That's why I feel happy
  when your smile is there.

B. Think of something that is like something else. Finish the sentence below.

A ________________ is like ______________________.

C. Write your own poem. On a separate paper, write some ideas about how the two things you wrote are similar. Then pick your best ideas and write a poem on the lines below. Give your poem a title.

____

____

____

____

____

____

____

Word Work: Special Vowel Combinations (*au, aw, oi, oy, oo, ou*)

A. Some words have vowel sounds that aren't long or short. Words with the letter combinations below usually have special vowel sounds. Read the words. Listen to the vowel sounds.

au as in **auto**	**aw** as in **saw**	**oi** as in **oil**	**oy** as in **boy**
fault	dawn	join	toy
taught	draw	noise	annoy
because	hawk	point	enjoy
daughter	awful	voice	employ

B. Use word pairs from the box to complete the sentences. The underlined word has a rhyming clue in it.

auto	daughter	enjoyed	toy
dawn	hawk	spoiled	voices

1. I saw a ______________ in the sky at ______________.

2. Many noises and loud ______________ ______________ the play.

3. He taught his ______________ to drive the ______________.

4. The boy ______________ the new ______________ I gave him.

C. The letters *oo* and *ou* can make more than one sound. Read these words. Listen to the vowel sounds.

oo as in **book**	**oo** as in **too**	**ou** as in **out**	**ou** as in **you**
cook	food	about	soup
foot	room	house	group
good	soon	proud	youth
took	school	sound	through

D. Pick the word that fits in the sentence. Write it on the line.

1. We heard a very loud ________________.
(soon, sound)

2. Will you finish reading that ________________ tonight?
(book, boot)

3. Paula ________________ in every ________________.
(locked, looked) (room, root)

4. They ate all the ________________ in the ________________.
(food, foot) (hound, house)

5. The ________________ made hot ________________ for the
(cook, cool) (soap, soup)
________________.
(groan, group)

E. Word Families Read the words in these word families. Write another word you know for each family.

-aw	-oil	-ook	-ool	-ound
jaw	boil	book	cool	bound
paw	coil	hook	pool	found
saw	broil	look	tool	sound
claw	spoil	brook	stool	ground
________	________	________	________	________

F. Work with a partner. Pick a word family. Use at least two of the words to write a rhyming sentence.

____

____

Lesson 11

LEARNING GOALS

Strategy: Use your experience to help you understand what you read
Reading: Read three poems
Skill: Find details
Writing: Complete a diagram
Word Work: R-controlled vowels (*are, err, ire, ore, ure*)

Before You Read

This lesson has three poems about friends. Think of a friend who is important to you. Answer these questions.

1. ✓ Check your choices. Add your own.

A friend is someone I can

____ laugh with
____ depend on
____ talk to
____ trust

____

____

2. Complete this sentence.

I know someone is a good friend when ______________________________

____

Key Words

- My best friend is a special person.
- My friend shows me love and appreciation.
- We share trust and honesty.
- My friend listens and pays attention to what I say.
- My friend gives me a generous smile.

As You Read

"A Special Friend" was written by a student at the Adult Literacy Resource Institute in Boston. As you read, think about how the poet describes a special friend. Do you agree?

A Special Friend

Toni

a special friend's
a special blessing

a special friend's
someone to talk to,
someone to laugh with,
someone to hold on to

a special friend's
someone who shows you Love, appreciation
and honesty.

After You Read

A. Read the poem aloud.

B. Discuss these questions.

1. How does the poet describe a special friend?
2. Which quality listed in the poem do you feel is most important in a friend? Why do you feel this way?
3. What, if anything, would you add to the description?
4. As you read, did you picture someone you know? If you did, who was it?

Think About It: Finding Details

In Lesson 5, you practiced finding details. **Details** are the pieces of information you find in readings. Details often support the main idea of the reading.

Read "A Special Friend" once more. The main idea of the poem is this:

A special friend is a special blessing.

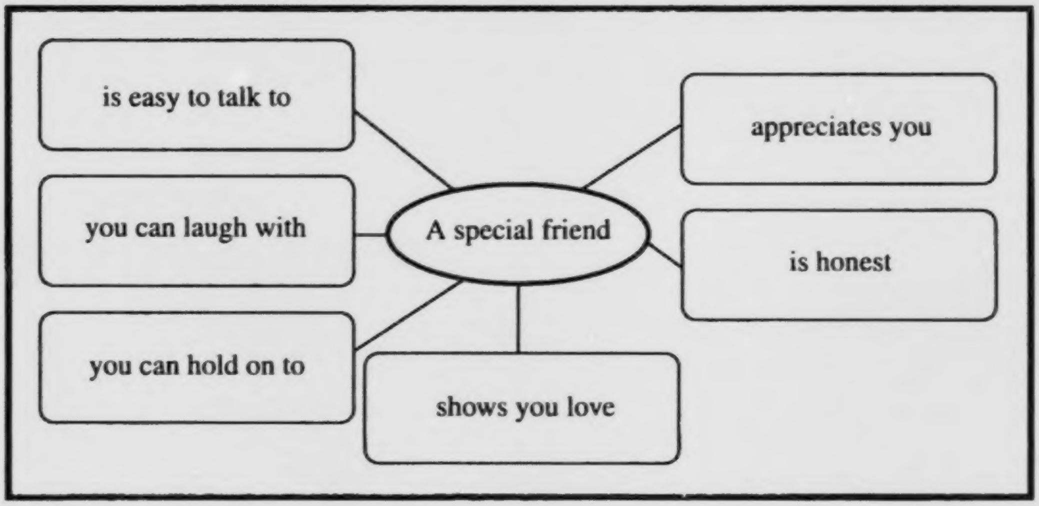
A. The poem has many details to support this main message. ✓Check each detail that you find in the poem.

A special friend is a special blessing because that person is someone

1. _____ to talk to
2. _____ you can laugh with
3. _____ you can hold on to
4. _____ you can fight with
5. _____ who shows you love
6. _____ who appreciates you
7. _____ who is honest
8. _____ who is in your family

Did you check details 1, 2, 3, 5, 6, and 7? If so, you found the details in the poem.

B. You can organize details in a diagram like the one below to show how they relate to the main idea.


is easy to talk to
you can laugh with
you can hold on to
A special friend
shows you love
appreciates you
is honest

Practice

A. Read this poem. Think about the main idea. Look for details that support the main idea.

JC and Me

Jonathan Cook comes from New York City.
I come from down on a farm.
Jonathan Cook has curly black hair
while mine is as straight as your arm.
Jonathan Cook loves to sing and to dance.
I like to watch and to see.
Jonathan lives with five sons and three dogs.
At home there's my girlfriend and me.

But we're as alike as two people can be,
my good friend JC and me.
We know what we want and we know where we'll go.
We talk and we trust and we laugh and we know
that our friendship will always be.

B. Read the poem aloud.

C. Answer these questions.

1. What is the main idea of "JC and Me"?
   ____ (1) They may have differences, but the two are best friends.
   ____ (2) The two friends are as alike as people can be.

2. List two details that show how the friends are different.

   ______________________ ______________________

3. List two details that show how the friends are alike.

   ______________________ ______________________

Write About It: Complete a Diagram

A. You have read two poems about friendship. Here is another poem. It was written by an adult literacy student in Superior, Wisconsin. As you read, notice the details. Guess who the poet's best friend is.

My Best Friend

Dan Mosack

Is she worth it?
Every day, same old thing.
Buy food, comb her hair.
Always having to be there
for her.
Is she worth it?
Messy, all the time messy,
Always having to clean her
messes.
Is she worth it?
Yeah, she's always there
for me.
When I need to talk to someone,
She listens, paying close attention
to what I say.
Is she worth it?
Come to think of it she's always
been there for me.
Never been alone.
She goes almost everywhere I go.
Is she worth it?
A daily hug, a daily walk, a
generous smile.
Warm and cuddly, honest and true.
Is she worth it?
You bet she's worth it.
Flopsy my English Springer and me
are friends forever.

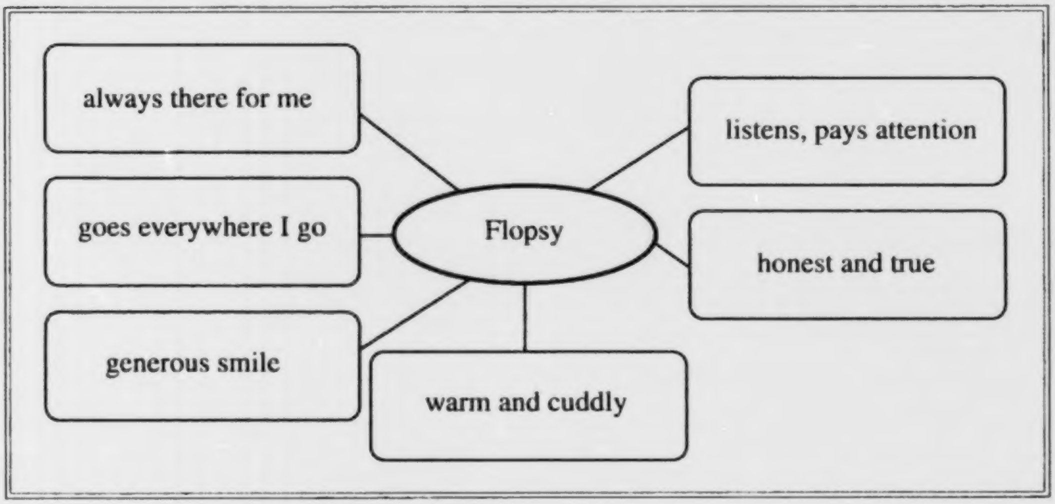
B. Answer these questions.

1. Who is the poet's best friend? ____________________
2. At what point in the poem did you guess that Dan's best friend is a dog? Put a star (*) by that place in the poem.
3. Find details in the poem that hint that Flopsy is a dog. Copy some of the details here.

____________________ ____________________

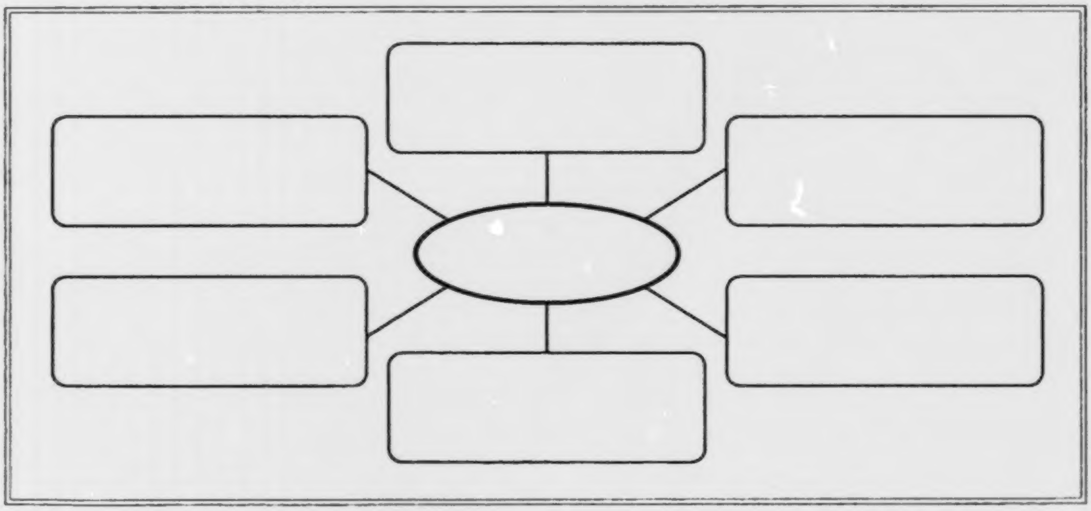
____________________ ____________________

C. In "My Best Friend," the poet gives details that show why Flopsy is such a good friend. We can picture these details in a diagram like the one below. At the center of the diagram is Flopsy. Around Flopsy are the details.


always there for me
listens, pays attention
goes everywhere I go
Flopsy
honest and true
generous smile
warm and cuddly

D. Think of your best friend, or a friend you feel is special. Think about why this person is special. What makes this person a good friend?

Write your friend's name in the center of the diagram. Fill in the rest of the diagram with details that show why this person is such a good friend.



Word Work: R-controlled Vowels (*are, err, ire, ore, ure*)

A. When a vowel is followed by *r,* the sound of the vowel changes slightly. Read the words below. Listen to the vowel sounds.

-are	**-err**	**-ire**	**-ore**	**-ure**
dare	berry	hire	more	cure
fare	cherry	tire	sore	pure
scared	error	admire	shore	mature
share	merry	retire	restore	secure
careful	terror	firefly	before	unsure

B. Pick the right word for each sentence. Write it on the line.

1. We ____________________ for our friends.
(dare, care)

2. Our friends ____________________ our lives.
(scare, share)

3. We feel ____________________ our friends will help us.
(cure, sure)

4. Friends ____________________ each other.
(retire, admire)

5. Friends make our lives ____________________ complete.
(more, store)

C. Cross out the word in each row that does not rhyme.

1. core tore chore store close
2. wire bird entire spire hire
3. clue lure cure sure pure
4. bare spare car rare flare
5. cherry merry ferry cheery berry

D. Crossword Puzzle Use the clues to help you fill in the words from the Word List.

ACROSS

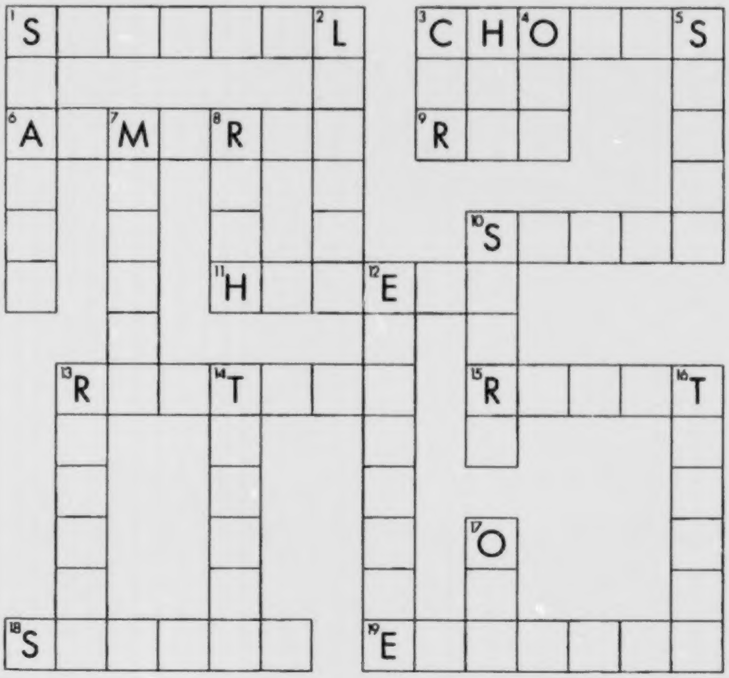
1. Toni's poem is about a __________ friend.
3. Things we have to do
6. Looks up to
9. What you do in a marathon
10. Give half to
11. Truthful
13. Fix like new
15. Opposite of left
18. Safe
19. They follow causes.

DOWN

1. Afraid
2. Hear
3. Auto
4. Have
5. Edge of the water
7. Like an adult; grown up
8. Opposite of poor
10. Place to buy things
12. All of us
13. Stop working
14. Great fear
16. Has faith in
17. Opposite of on

WORD LIST

ADMIRES
CAR
CHORES
EFFECTS
EVERYONE
HONEST
LISTEN
MATURE
OFF
OWN
RESTORE
RETIRE
RICH
RIGHT
RUN
SCARED
SECURE
SHARE
SHORE
SPECIAL
STORE
TERROR
TRUSTS



Lesson 12

LEARNING GOALS

Strategy: Picture what you read
Reading: Read a journal entry
Skill: Make predictions
Writing: Make a journal entry
Word Work: More R-controlled Vowels (*ar, er, ear, our*)

Before You Read

In this lesson, you will read some pages from Sofia's personal journal. Sofia comes from Turkey. She writes about her life in the journal. She writes about her thoughts, feelings, and what she is doing. Before you read her journal entries, answer these questions.

1. Look at the picture on page 105. What do you think Sofia will write about today? Make a prediction. Write it here.

   ____

2. Talk about keeping a journal. What kinds of things would you write? How would keeping a journal help you improve your reading and writing skills?

3. Many people lose touch with friends as years go by. What are some reasons people lose touch? List some reasons here.

   ____

   ____

   ____

Key Words

- My friend arrived from Turkey.
- We laughed and cried at the same time.
- Kemal is a charming young boy.
- We played Turkish music.
- What a joy to be together again.

As You Read

In her journal, Sofia writes about a reunion with her old friend, Meral. What pictures come to mind as you read?

Sofia's Journal

June 5

Dear Journal,

What a week I've had! On Monday, my old friend, Meral, arrived from Turkey! I had not seen her for many years. But I knew her right away. Her black hair and eyes still shine like the night. And who can forget her big smile?

She knew me right away, too. When she saw me, she yelled, "Sofia, you have not changed!" We ran into each other's arms. We laughed and cried at the same time. Everyone stared at us.

When I saw Meral last, she was a girl. Now she is a woman. Her son Kemal is with her. He is 10. He is a charming young boy. And so smart!

Last night I had a party for Meral and Kemal. I cooked Turkish food. We played Turkish music. We danced folk dances all night. We all ate and sang and danced. What a joy to be together again!

After You Read

A. Retell Sofia's story in your own words.

B. Discuss these questions.

1. What pictures came to mind as you read this journal entry?
2. How would you feel if you did not see a close friend for many years? How would you feel when you finally saw that person again?

Think About It: Making Predictions

In Lesson 4, you practiced predicting. When you **predict,** you try to figure out what will be in a reading. You can use the title and the pictures to help you predict.

You made a prediction about Sofia on page 104. Copy it here.

____

How did your prediction match the story? How did it not match?

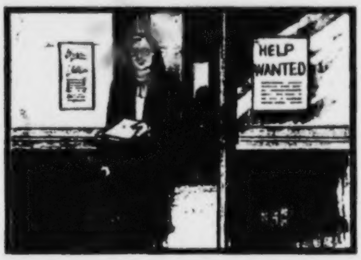
____

____

Practice

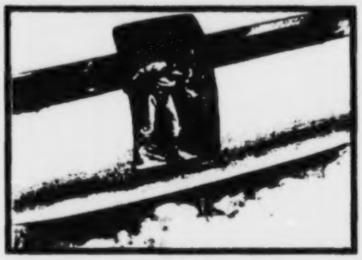
A. Read each title and look at each picture. ✓ Check the prediction that can be made.

1. **Title:** You Never Know until You Try



Prediction: (1) ____ She will get fired.
(2) ____ She will apply for the job.
(3) ____ She will not try to get a job.

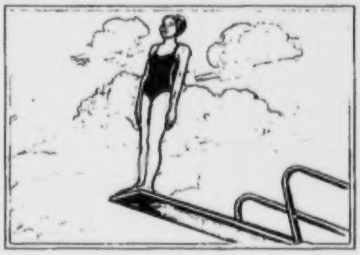
2. **Title:** Beating Fear



Prediction: (1) ____ He will be afraid to jump.
(2) ____ He will break his leg.
(3) ____ He will jump from the plane.

B. Read each title and look at each picture. Predict what may happen. Write your prediction.

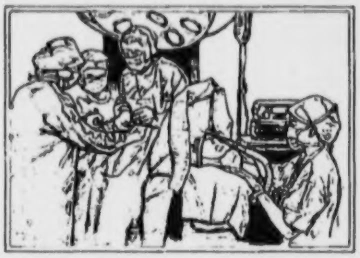
1. **Title:** Gold Medal Day



Prediction: ______________________________

____

2. **Title:** A New Heart, a New Life

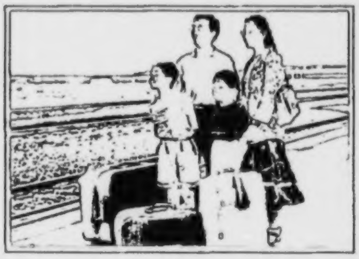


Prediction: ______________________________

____

C. Look at the picture. Write your own title. Let a partner predict what may happen. Share your work.

Title: ______________________________



Prediction: ______________________________

____

Write About It: Make a Journal Entry

A. Sofia began writing in a journal when she was young. Here is a page she wrote a long time ago. How is this entry different from the entry on page 105? How is it similar?

My Journal

May 12

Hello Journal,

My teacher gave me this journal today. She said it will make me feel better. It will help my writing, too. I have been very sad. I miss my friend, Meral, very much. Mother and Father wanted to move to the U.S. They want to be with the rest of our family. Meral had to stay with her family in Turkey.

Mother and Father like living here. I like it, too. I like my school. I like being near my Grandmother and Grandfather. But it would be better if Meral were here. We are so far away. I think I will not see her for a long time. I will write her a letter today.

Thank you, Journal, for being here today.

1. Sofia made a prediction in this journal entry. Copy it here.

Was her prediction correct? How can you tell?

2. Underline the part of this entry that you like best. Tell why you like it. Then rewrite that part in your own words.

B. Many things can change a friendship. A birth, a death, or a marriage can change a friendship. Moving to a new place can change a friendship, too.

Think about a change in a friendship you have had. Think about why it changed. Think about how you felt. Did you like the change? Did it make you happy or sad?
Write a journal entry about that time.

____

(date)

Dear Journal,

Word Work: More R-controlled Vowels (*ar, er, ear, our*)

A. ***ar:*** The letters *ar* can make different sounds in different words. Listen to the words. Then read the sentences.

arm	The mark on his arm was a scar.
warm	I warmed a quart of milk.
marry	She will marry Gary in January.

Write each word under the *ar* sound you hear. Then write a word of your own.

charm quart parent award part vary

arm	**warm**	**marry**

B. ***er:*** The letters *er* can make different sounds in different words. Listen to the words. Then read the sentences.

very	The merit awards ceremony was very nice.
hero	The hero in the series was superior.
her	Her clerk was nervous.

Read the words in each list. On your own paper write three sentences, using as many words from the lists as you can.

very	**hero**	**her**
peril	here	term
stereo	zero	nerve
American	period	Germany

C. ***ear:*** The letters *ear* can make different sounds in different words. Listen to the words. Then read the sentences.

hear	I hear you, dear, loud and clear.
wear	The bear will tear what I wear.
heard	Pearl heard the news early.

Write each word under the *ear* sound you hear. Then write a word of your own.

appear earth swear fear learn pear

hear	**wear**	**heard**

D. ***our:*** The letters *our* can make different sounds in different words, too. Listen to the words. Then read the sentences.

our	Our milk will sour in an hour.
four	Your friend will pour four more.
journey	The jungle journey took courage.

Read the words in each list. On your own paper write three sentences, using as many words from the lists as you can.

our	**four**	**journey**
flour	your	adjourn
scour	court	journal
hourly	mourn	courtesy

▶ Writing Skills Mini-Lesson: Adding *-ed* and *-ing*

When adding *-ed* or *-ing* to a word, follow these rules.

1. **Add *-ed* or *-ing* to most words without changing anything.**

   warn + ed = warned
   enjoy + ed = enjoyed
   warn + ing = warning
   enjoy + ing = enjoying

2. **If a word ends in silent *e*, drop the *e* before adding *-ed* or *-ing*.**

   hope + ed = hoped
   change + ed = changed
   hope + ing = hoping
   change + ing = changing

3. **If a word ends with a short vowel followed by a consonant, double the consonant before adding *-ed* or *-ing*. Do not double *w* or *x*.**

   hop + ed = hopped
   plan + ed = planned
   hop + ing = hopping
   plan + ing = planning

Practice

A. Add *-ed* or *-ing* to each word. Write the word on the line.

1. retire + ed = ____________
2. want + ed = ____________
3. hop + ed = ____________
4. run + ing = ____________
5. make + ing = ____________
6. buy + ing = ____________

B. Add *-ed* or *-ing* to finish the sentences.

1. (stop + ed) My friend ________________ by to see me.
2. (smile + ing) My friend is ________________ at me.
3. (help + ing) My friend is always ________________ me.
4. (hug + ed) My friend ________________ me today.

Unit 4 Review

Reading Review

Friends

Friends are an important part of our lives. In Unit 4, you read some writers' ideas about friendship. One poet told how a friend's support makes her "feel so straight." Another wrote of what it takes to be a best friend. A third poet told why his dog is his best friend. Sofia wrote in her journal about seeing an old friend.

Think of the good friends in your life. Your friends may be in your family. They may be neighbors or people you work with. They may be near or far away. No matter where they are, one thing is true. Your friends play an important part in your life.

Answer these questions.

1. Which sentence best tells the main idea of "Friends"?

_____ (1) Your friends may be in your family.
_____ (2) Friends are an important part of our lives.
_____ (3) Think of the good friends in your life.

2. ✓ Check two details that are in the reading.

Friends may be
_____ (1) in your family
_____ (2) neighbors
_____ (3) old or young

Word Work Review

Finish the sentences. Use a word in the box that rhymes with the underlined word.

about
bear
care
far
four
near
store
very

1. We share because we ________________.
2. A good car can take you ________________.
3. She got more food at the ________________.
4. The berry pie is ________________ good.
5. I fear that the time is ________________.
6. I found out ________________ the surprise.
7. I heard it from your ________________ friends.
8. I gave my pear to the big black ________________.

Write About It

▶ **Topic:** Think of a special time you had with a friend. What happened? What made this time special?

Prewrite Discuss the topic questions. List some ideas.
Write Pick your best ideas. Write a paragraph about your special time.
Revise Look at your writing again. Change any words you want to change. Have someone read your writing. Can he or she understand it?
Edit Find and correct mistakes in your writing. See page 128.
Final Draft Make a final copy to keep and share.

Skills Review

Reading Skills

A. Read this story. Answer the questions.

Making a Change

Dee Harris changed her life. Dee is a single parent with two children. Dee did not have a job. Life was hard. Dee wanted a better life. She wanted a job. She also wanted to spend time with her children. She needed a job that let her do this.

First Dee went back to school. She learned to read and write better. She learned how to work with children. It was hard. But Dee did it. Now she works in a day-care center. She likes her job. She can watch her own children at the center each day. Dee is glad that she changed her life.

1. Which sentence best tells the main idea of "Making a Change"?

_____ (1) Dee is a single parent with two children.

_____ (2) Dee Harris changed her life.

2. Which inference can you make about Dee?

_____ (1) Dee did not really want a job.

_____ (2) Dee cares a lot about her children.

3. Write the correct sequence word to put these sentences in order.

First Then Last

______________ Dee got a job in a day-care center.

______________ Dee wanted a better life.

______________ Dee went back to school.

B. Read this story. Answer the questions.

The Night Shift

Mike and Hector are next-door neighbors. They were good friends. In May Mike got a night job. He had to go to bed at 4 p.m. He slept all evening. He woke up at 11 p.m. and went to work.

Hector got home from work just when Mike went to sleep. Hector loved to listen to loud music. The music woke Mike up.

Mike told Hector the music was too loud. He asked Hector to turn it down. Hector felt bad. He said he would keep it down.

But the next night Hector forgot. He put on loud music. Mike woke up. He was mad. But he didn't know what to do.

Then Mike had an idea. He told Hector to get some headphones.

Now Hector can hear the music he wants. Mike can get the sleep he needs. They are friends again.

1. What caused Mike to get mad?

_____ (1) Hector lived next door.
_____ (2) Hector's loud music woke him up.
_____ (3) Hector liked loud music.

2. How did Mike and Hector solve the problem?

_____ (1) Mike got a new job.
_____ (2) Hector got headphones.
_____ (3) Hector turned the music off.

Word Work Review

Write word pairs from the box to complete the sentences. The underlined word in each sentence is a rhyming clue.

around house   book foot   clear hear

1. The cook dropped a ____________ on his ____________.
2. They won't appear until they ____________ it is ____________.
3. He was proud to show us ____________ his ____________.

Writing Skills Review

A. Copy the sentences. Add capital letters and punctuation marks.

1. why dont steve and i help you move

____

2. steve doesnt have time to help us

____

B. Add *-s* or *-es*, *-ed* or *-ing* to fit the sentences.

1. (go, shop) Rosa and Jan were ____________ ____________.
2. (hope, dress) Rosa was ____________ to buy two ____________.
3. (hope, toy, baby) Jan ____________ to find ____________ for two ____________.
4. (plan, have) Then they were ____________ on ____________ lunch.

Write About It

▶ **Topic:** Think about what you have learned in this book. What are you most proud of? Why?

Prewrite Think about the topic questions. List some ideas on another sheet of paper.

Write Pick your best ideas. Write a paragraph that tells why you are proud of what you learned.

I am most proud of learning ______________________________

____

____

____

____

____

____

____

____

Revise Look at your paragraph again. Change any words you want to change. Have someone read your writing. Can he or she understand it?

Edit Find and correct mistakes in your writing. See page 128.

Final Draft Make a final copy to keep and share.

▶ **Now go back** and fill in the right side of the Student Interest Inventory on pages 6 and 7 in the front of this book.

Skills Review Answers

Reading Skills

A. **1.** (2) Dee Harris changed her life.
2. (2) Dee cares a lot about her children.
3. **Last** Dee got a job in a day-care center.
First Dee wanted a better life.
Then Dee went back to school.
B. **1.** (2) Hector's loud music woke him up.
2. (2) Hector got headphones.

Word Work Review

1. book, foot
2. hear, clear
3. around, house

Writing Skills Review

A. **1.** Why don't Steve and I help you move?
2. Steve doesn't have time to help us.
B. **1.** going, shopping
2. hoping, dresses
3. hoped, toys, babies
4. planning, having

Evaluation Chart Circle any questions that you answered incorrectly. You may want to review the skill area for these questions. If so, refer to the lessons shown in the chart.

Reading Skills

Question	Skill	Lesson
A. 1	Understanding the main idea	3, 10
2	Making inferences	6, 9
3	Sequencing events	1, 8
B. 1	Identifying cause and effect	2, 7
2	Finding details	5, 11

Word Work

Question	Skill	Lesson
1	*oo*	10
2	*ear*	12
3	*ou*	10

Writing Skills

Question	Skill	Unit
A. 1, 2	Capitalization, punctuation, contractions	1, 2
B. 1	Adding *-ing*	4
2	Adding *-ing*, *-es*	4, 3
3	Adding *-ed*, *-s*, *-ies*	4, 3
4	Adding *-ing*	4

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Answer Key

Unit 1: Hopes and Dreams

▼ Lesson 1

After You Read (p. 13)

1. Ken wants to read to his son.
   Jan wants to work in a shop.
   Brad wants to go to college and get a better job.
2. They are going to school to learn to read better.

Think About It: Sequencing Events (p. 14)

Practice

B. 3, 2, 1
Last, Then, First

C. 2, 1, 3
2. Then Ken learns to read and write better.
3. Last Ken reads stories to Russ.

D. 2, 3, 1
Then Jan learns to read better.
Last Jan gets a job in a shop.

Word Work: Short Vowels (p. 18)

B. pet, pin, mop, cut
hat, bed, pen, nut

C. Word order may vary. Words should include:
ham
hem
him
hum
bat
bet
bit
but
lack
lick
lock
luck

▼ Lesson 2

After You Read (p. 21)

Wording may vary.
1. Sal comes from Mexico.
2. Sal came to Texas because he wanted a better life.
3. Each day Sal worked hard and went to class.
4. He learned to speak English.
5. Sal's new dream is to visit his family in Mexico.

Think About It: Identifying Cause and Effect (p. 22)

Practice

A. 1. c
2. a
3. b

B. 2. (1) He misses his family.
3. (1) He wanted a better job.

C. Sentences may be similar to these:
Effect: Sal has finished school.
Cause: Sal went to class and studied hard.

Word Work: Initial Consonant Blends (p. 26)

B. clock, stop, grass, broom
star, plant, brush, plate

D. 2. class
3. state
4. plans
5. glad

▼ Lesson 3

After You Read (p. 29)

Possible answers:
2. Do not give up your dreams.
3. A bird with broken wings cannot fly. It can be caught. Similarly, a person without dreams has no hope. He or she can get trapped in a bad situation.
4. Nothing grows in a barren field. Similarly, a person without dreams does not grow, nor does he or she help others to grow.

Think About It: Understanding the Main Idea (p. 30)

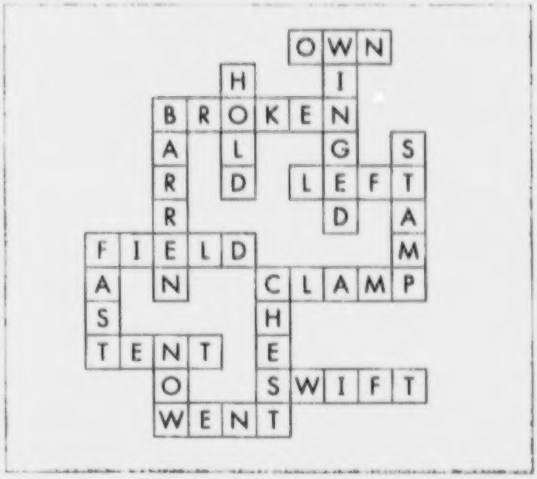
Practice

1. Life is a barren field frozen with snow.
2. Possible answers: crippled, torn, fractured, empty, bare, deserted
3. Possible answers: if we hold on to our dreams, life is a bird that can fly high in the sky; life is a field full of flowers and plants

Word Work: Final Consonant Blends (p. 32)

B. lamp, child, best, gift
pump, field, cent, stamp

D. Crossword Puzzle



▼ Writing Skills Mini-Lesson: Sentences and Capitalization (p. 34)

Practice

1. **D**on **G**rant wants a better job.
2. **H**e wants to make more money, and so do **I**.
3. **H**ow will **D**on and **I** get new jobs?
4. **H**e and **I** will have to work hard to get them.

▼ Unit 1 Review (p. 35)

Reading Review

1. (1) In this unit, we learned about some hopes and dreams.
2. (1) They want to read better.
3. (2) He wanted a better life.

Word Work Review

1. class
2. has
3. shop
4. job
5. plan
6. hold
7. best

Unit 2: Everyday Heroes

▼ Lesson 4

After You Read (p. 39)

A. Wording may vary.
  1. First Rosa Parks paid her fare and sat down.
  2. A white man wanted her seat.
  3. Ms. Parks did not give her seat to the white man.
  4. She was arrested.

Think About It: Making Predictions (p. 40)

Practice

A. 1. (2) The man will learn to cook dinner.
  2. (1) They will take a trip to Mexico.

B. and C. Answers will vary.

Word Work: Long *a* and Long *i* (p. 43)

B. rain, cape, sail, plane
C. 1. tape, made, Jane
  2. rain, pain, paid, main
D. 1. e 2. long
F. 1. ride 5. fight
  2. bite 6. fine
  3. sight 7. spine
  4. dime 8. ripe
G. 1. e 2. long
H. 3.
J. 1. ride 4. life
  2. white 5. admire
  3. right

▼ Lesson 5

After You Read (p. 47)

B. 2. through the window
  3. because he saved their lives

Think About It: Finding Details (p. 48)

A. 2. True
  3. False
  4. True
  5. True
B. 1. 5 Beach Street
  2. Ms. Yee and her baby
  3. first-floor window
  4. fire fighters
  5. OK, safe, *or* fine
  6. brave

Practice

B. 1. Pete Greeley
  2. Friday
  3. today *or* after 25 years
  4. prizes and medals
  5. brave

Write About It: Write About a Person You Interview (p. 50)

A. 2. a
  3. d
  4. e
  5. c
B. 1. What
  2. Where *or* When
  3. Where
  4. What
  5. What

Word Work: Long *e* and Long *y* (p. 52)

C. 1. and 3.

Practice

E. 1. Why
  2. bravery
  3. easy
F. 2. pet
  3. bet
  4. fed
  5. head
  6. flat

▼ Lesson 6

After You Read (p. 55)

Possible answers:

B. 1. The poet felt afraid or upset.
  2. Someone agreed that the poet could not do something. This made the poet think twice.
  3. She says she wanted to convince "them," but she also wanted to convince herself.

Think About It: Making Inferences (p. 56)
Practice
1. sea
2. today
3. toast
4. tree

Word Work: Long *o* and Long *u* (p. 58)
C. 1. rod
2. cut
3. son
4. hop
E. 2. phone, alone
3. true, blue
4. toe, hoe

▼ Writing Skills Mini-Lesson: Contractions (p. 60)

Practice
A. 2. don't
3. isn't
4. hasn't
5. couldn't
6. wouldn't
B. 1. She thinks she can't do it.
2. Isn't it time for her to try?
3. She won't give up now.

▼ Unit 2 Review (p. 61)

Reading Review
Possible answers:
1. We call them heroes.
2. Rosa Parks took a stand in 1955.
3. He helped farm workers.
4. He is brave.
5. Answers will vary.

Word Work Review
1. true
2. paid
3. seat
4. fire
5. saved
6. farm
7. more

Unit 3: Thrilling Moments

▼ Lesson 7

After You Read (p. 65)
1. His team had problems with the chips they needed. Rich had an idea to solve the problem.
2. He likes working for Alpha now. The problems with the computer chips are solved. His team works better now. Rich got a promotion.

Think About It: Identifying Cause and Effect, (p. 66)
Practice
A. 1. b
2. c
3. a
B. 1. c. The team ran out of space to store the boxes.
2. a. The team had down time.
3. b. Rich's team changed the way it worked.
C. 1. The team sat and waited.
2. The team gets 10 boxes the next day.
3. Rich got a promotion.

Write About It: Write a Story (p. 68)
A. 2. d; Waste not, want not.
3. a; Curiosity killed the cat.
4. e; United we stand, divided we fall.
5. c; The early bird gets the worm.
B. Answers will vary.
C. Possible answers:
1. the mice will play.
2. May flowers.
3. a penny earned.

Word Work: Digraphs (p. 70)
B. ship, chin, phone, whale
C. Possible answers:
People: children, father, Phil
Animals: moth, elephant, whale
Question words: when, why
Things: bathtub, shoe, ship, shower, phone
D. Possible words with digraphs include:
-eat: wheat
-in: chin, thin
-en: when
-ine: shine, thine
E. 1. phone
2. with
3. Chin
4. She

▼ Lesson 8

Think About It: Sequencing Events (p. 74)
Practice
A. **4 Last** Phyllis finished in just over three hours.
3 Then Phyllis made a strong start in the race.
1 First Phyllis wanted to run in the Boston Marathon.
2 Second Phyllis trained hard for the race.
B. **4 Last** she gets the sleep she needs at night.
3 Then she jogs or runs.
2 Second she does warm-up stretches.

Write About It: Make a List (p. 76)

A. She ran the Marathon.
The party is at Joe's.
Be there Friday at 7 p.m.

B. Second, when the bell rings, everyone hides.
Then Joe lets Phyllis in.
Last everyone jumps out and yells "Surprise!"

Word Work: Three-letter Initial Blends (p. 78)

B. screw, spray, strawberry
thread, street, three, spring

C. 1. thank
2. sting
3. splash
4. scold

D. Possible words with three-letter blends include:
-int: sprint
-ead: thread
-eam: scream
-ew: strew, threw

E. 1. thrill
2. strong
3. sprained
4. spring
5. screamed
6. sprinted

▼ Lesson 9

Think About It: Making Inferences (p. 82)

Practice

1. (1) The boy's dad being at the game was most important.
2. (2) The boy's dad is excited.
3. (2) The boy's hit won the game.
4. (1) The boy's dad was very proud of him.

Word Work: Three-letter Final Blends (p. 84)

B. fence, hinge, purse, badge

C. 1. lunch
2. bench
3. oranges
4. fudge

E. 1. France
2. purse
3. wedge
4. wrench
5. cringe

▼ Writing Skills Mini-Lesson: Plurals (p. 86)

Practice

A. 1. cars
2. classes
3. parties
4. benches

B. 1. ideas
2. workers
3. bosses
4. stretches
5. stories
6. families

▼ Unit 3 Review (p. 87)

Reading Review

1. (3) Thrilling moments are an important part of our lives.
2. (2) A stitch in time saves nine.

Word Work Review

1. thrilling
2. edge
3. scream
4. share
5. phone
6. once
7. three
8. change

Unit 4: Friendship

▼ Lesson 10

Think About It: Understanding the Main Idea (p. 92)

Practice

(3) We all need to share with our friends.

Word Work: Special Vowel Combinations (p. 94)

B. 1. hawk, dawn
2. voices, spoiled
3. daughter, auto
4. enjoyed, toy

D. 1. sound
2. book
3. looked, room
4. food, house
5. cook, soup, group

▼ Lesson 11

Think About It: Finding Details (p. 98)

Practice

C. 1. (1) They may have differences, but the two are best friends.
2. Possible answers: come from different places; different hair; like different things; live with different people
3. Possible answers: know what they want; know where they will go; talk; trust; laugh; know that their friendship will last

Write About It: Complete a Diagram (p. 100)

B. 1. Flopsy, an English Springer
   3. Possible answers: buy food; comb her hair; messy; cleaning up messes; daily walks; warm and cuddly

Word Work: R-controlled Vowels (p. 102)

B. 1. care
   2. share
   3. sure
   4. admire
   5. more

C. 1. close
   2. bird
   3. clue
   4. car
   5. cheery

D. Crossword Puzzle

S	P	E	C	I	A	L		C	H	O	R	E	S
C						I		A		W			H
A	D	M	I	R	E	S		R	U	N			O
R		A		I		T							R
E		T		C		E			S	H	A	R	E
D		U		H	O	N	E	S	T				
		R					V		O				
	R	E	S	T	O	R	E		R	I	G	H	T
	E			E			R		E				R
	T			R			Y						U
	I			R			O		O				S
	R			O			N		F				T
S	E	C	U	R	E		E	F	F	E	C	T	S

▽ Lesson 12

Think About It: Making Predictions (p. 106)

Practice

A. 1. (2) She will apply for the job.
   2. (3) He will jump from the plane.

B. Possible answers:
   1. She will win a gold medal with her dive.
   2. The patient will live with a new heart.

Write About It: Make a Journal Entry (p. 108)

A. 1. I think I will not see her for a long time.

Word Work: More R-controlled Vowels (p. 110)

A.	arm	warm	marry
	charm	quart	parent
	part	award	vary
C.	hear	wear	heard
	appear	swear	earth
	fear	pear	learn

▽ Writing Skills Mini-Lesson: Adding *-ed* and *-ing* (p. 112)

Practice

A. 1. retired
   2. wanted
   3. hopped
   4. running
   5. making
   6. buying

B. 1. stopped
   2. smiling
   3. helping
   4. hugged

▽ Unit 4 Review (p.113)

Reading Review

1. (2) Friends are an important part of our lives.
2. (1) in your family
   (2) neighbors

Word Work Review

1. care
2. far
3. store
4. very
5. near
6. about
7. four
8. bear

Selected Words in *Voyager 1*

able
about
absence
adjourn
admire
advice
afraid
after
again
ahead
air
Alabama
alarm
alike
alive
all
almost
alone
alpha
already
also
always
American
animal
ankle
annoy
another
any
anywhere
appear
apple
apply
appreciate
appreciation
April
arch
argue
arm
arrest
arrive
ask
attention
auto
award
away
awful
back
badge
ball
bare
barren
baseball
bathtub
beach
bear
became
because
bee
been
beet
before
began
behind
being
bell
bench
bent
berry
beside
best
better
bind
bird
bite
black
blame
bleach
bleachers
blessing
blue
board
boat
boil
bold
bone
book
born
boss
bound
box
boy
brace
brain
bran
branch
brass
brave
bravery
bread
break
breakfast
bride
bridge
bright
bring
broil
broke
broken
brook
broom
brother
brown
brush
built
bump
butter
buy
California
call
calm
came
cannot
can't
cape
car
careful
cause
cent
center
ceremony
change
charm
cheat
check
cheer
cherry
chest
child
children
chill
chin
chip
chore
city
clam
clamp
clan
class
claw
clean
clear
clench
clerk
clinch
cling
clip
clock
close
club
clue
clump
coil
cold
college
comb
come
complete
computer
congressman
cook
cool
cost
could
couldn't
country
courage
course
court
courtesy
credit
cried
crock
crowd
crush
cry
cub
cuddly
cure
curiosity
curly
curve
cute
daily
dance
danger
dare
date
daughter
dawn
day
dear
decide
delight
depend
detector
didn't
die
difference
different
dime
dinner
dispute
divide
do
doctor
does
doesn't
done
door
doorway
down
drained
draw
dream
dress
drift
dry
due
duty
dying
each
early
earth
easy
edge
effect
elephant
employ
English
enjoy
error
even
every
everyday
everyone
everywhere
excite
excuse
eye
face
fail
fair
fall
family
far
fare
farm
fast
father
fault
fear
fee
feel
feet
felt
fence
few
field
fifteen
fight
film
finally
find
fine
finish
fire
firefly
first
first-floor
fish
five
flame

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flat
flee
fleet
float
flour
flu
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foe
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fond
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Friday
friend
friendship
from
frozen
fudge
fuse
game
garden
gave
GED
generous
Germany
gift
girl
girlfriend
give
glad
gloat
glue
go
goal
goes
gold
good
grab
grace
grad
grain
grand
grandfather
grandmother
grant
grass
greatly
green
grill
grin
grind
groom
ground
group
grow
grub
guest
guy
hair
half
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happen
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hard-working
haste
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hello
help
helps
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hero
herself
hide
high
hinge
hire
hoe
hold
home
homework
honest
honesty
honor
hook
hope
hopeful
horse
hour
hourly
house
how
hurt
idea
important
inch
include
instead
into
it's
I've
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young
your
yourself
youth
zero

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Writing Skills Rules

Rules for Writing Sentences

1. **A sentence states a complete thought. It begins with a capital letter and ends with a period.**
   I have a dream.
2. **A question begins with a capital letter and ends with a question mark.**
   What is your dream?
3. **Always capitalize the word *I*. Capitalize people's names.**
   Don Grant and I each have a dream.

Rules for Contractions

When two words are combined into one and at least one letter is dropped, an apostrophe takes the place of the missing letter.

can not ➡ can't   is not ➡ isn't

Rules for Adding -*s* or -*es* to Make Words Plural

1. **Add -*s* to most words.**
   job + s = jobs   game + s = games   day + s = days
2. **Add -*es* to words ending in *s, x, z, ch,* and *sh*.**
   boss + es = bosses   box + es = boxes   wish + es = wishes
3. **If a word ends in a consonant + *y*, change the *y* to *i* and add -*es*.**
   city + es = cities   company + es = companies

Rules for Adding -*ed* and -*ing*

1. **Add -*ed* or -*ing* to most words without changing anything.**
   warn + ed = warned   warn + ing = warning
2. **If a word ends in silent *e*, drop the *e* and add -*ed* or -*ing*.**
   hope + ed = hoped   hope + ing = hoping
3. **If a word ends with a short vowel followed by a consonant, double the consonant before adding -*ed* or -*ing*.**
   plan + ed = planned   plan + ing = planning

Voyager

Reading and Writing for Today's Adults

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.

1

Student Books

Nine student books, which take students from the beginning stages of reading through the ninth reading level, form the instructional core of the *Voyager* program. Within each book, units are divided into popular themes and themes into lessons. A reading lesson – authentic literature, informational article, adult student writing, or graphic material – is the heart of each lesson. The reading comprehension, writing, and oral communication activities and skill-building exercises all relate to the reading. Lessons in the early books also teach phonics and other word recognition strategies. Throughout, *Voyager* encourages students to be active learners – engaged in thinking about and applying what they are learning.

Workbooks

Nine workbooks, one for each student book, are filled with exercises that give students extra practice with the major skills taught in the lessons.

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Four teacher's resource guides help teachers make the most of *Voyager* and save valuable time. Each teacher's resource guide contains a general overview and orientation, including scope and sequence charts, lesson-by-lesson teacher's notes, extension activities for the student books, and photocopy masters for both instruction and assessment.

Placement Tool

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Reading and Writing for Today's Adults

1

Christy M. Newman

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▶ Lesson 1

Think About It: Sequencing Events

A. Use words from the box to complete the story. Then read the story aloud.

glad	✓has	in	job

Jan's New Job

Jan can read now. She __has__ a better job.

She works ________ a shop. Jan is ________.

This is her dream ________.

B. Read the story.

____

Jan's alarm clock rings. She wakes up and gets dressed. She goes to work at 9.

Jan works with Kim in a shop. Jan likes Kim a lot. They have fun in the shop. They work hard.

At 5, Jan takes the bus home. She is glad her work day is fun.

C. Answer the questions.

1. Pick the better title for the story. Copy it on the line above the story.

_____ (1) Jan's Work Day

_____ (2) Jan Goes to Work

2. Number the sentences in order.

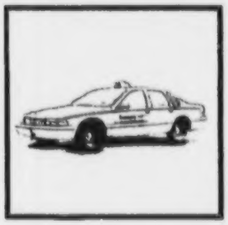
_____ Jan goes home.

__1__ Jan wakes up.

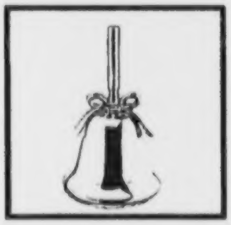
_____ Jan goes to work.

Word Work: Short Vowels (*a, e, i, o, u*)

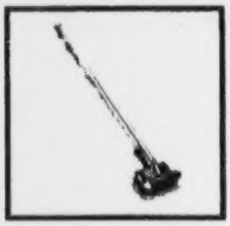
A. Read the word pairs aloud. Underline the word that goes with each picture.



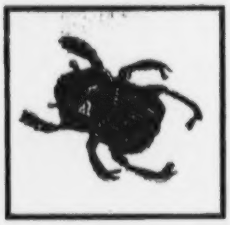
cab cub



bill bell



map mop



bug big

B. Add new words to each word family. Use the letters in the box to start your words.

b g l n r s

-ap	**-ent**	**-id**	**-od**	**-ut**
cap	cent	did	cod	cut
tap	dent	hid	pod	hut
gap	________	________	________	________
________	________	________	________	________

C. Use words in the box to complete the sentences. Then read the sentences aloud.

better class gets goes job

1. Brad wants a better ______________.
2. Brad takes a GED ______________.
3. He ______________ his GED.
4. Brad ______________ to college.
5. He gets a ______________ job.

▶ Lesson 2

Think About It: Identifying Cause and Effect

A. Use words from the box to complete the story. Then read the story aloud.

about	live	school	stories	works	write

Victor's Dream

Victor is Sal's brother. Victor's dream is to write ______________ in English. He comes to the U.S. to go to ______________. He will ______________ with Sal.

Victor ______________ hard in school. He learns to read and ______________ in English. He writes stories ______________ his life in Mexico.

B. Match the cause to the effect.

Cause

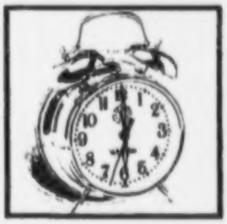
c 1. Victor wants to write in English.
____ 2. Victor works hard in school.
____ 3. Victor learns to write in English.

Effect

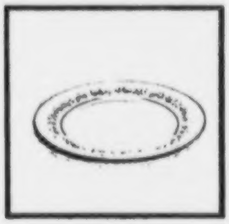
a. He learns English.
b. Victor's dream comes true.
c. He comes to the U.S. to go to school.

Word Work: Initial Consonant Blends (*br, cl, gr, pl, st*)

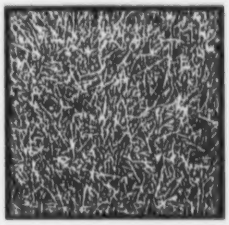
A. Read the word pairs aloud. Underline the word that goes with each picture.



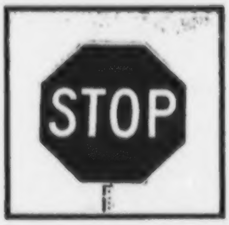
clock stock



state plate



brass grass



plop stop

B. Add new words to each word family. Use the blends in the box to start your words.

br cl gr st

-and	**-im**	**-ip**	**-ock**	**-uff**
land	dim	dip	dock	cuff
band	rim	lip	sock	huff
brand				

C. Use words from the box to complete each sentence. Then read the sentences aloud.

class give glad plans ✓States stay

1. Sal lives in the United States.
2. Will he ______________ in the U.S.?
3. He goes to ______________ each night.
4. He is ______________ to learn English.
5. He ______________ to take a trip.
6. He will ______________ gifts to his family.

▶ Lesson 3

Think About It: Understanding the Main Idea

A. Use words from the box to complete the story. Then read the story aloud.

better	dream	feels	work

____

Ben Hunt has a dream. He wants to be a cop. Ben goes to school to ____________ on his skills. He knows he will be a cop some day.

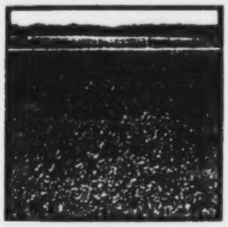
When Ben ____________ bad, he thinks of his dream. It makes him feel ____________. It makes him work hard at school. Ben will not let go of his ____________.

B. Answer the questions.

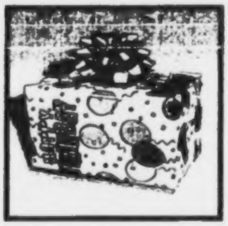
1. Pick the better title for the story. Copy it on the line above the story.
   ____ (1) Ben's Dream
   ____ (2) Ben Feels Better
2. Which sentence tells the main idea of the story?
   ____ (1) It makes him work hard at school.
   ____ (2) Ben Hunt has a dream.
3. What does Ben do to make his dream come true?
   ____ (1) thinks of his dream
   ____ (2) goes to school

Word Work: Final Consonant Blends (*ft, ld, mp, nt, st*)

A. Read the word pairs aloud. Underline the word that goes with each picture.



fold field



gift give

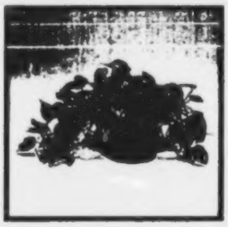
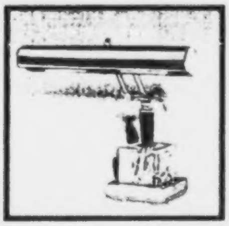


plate plant



lamp last

B. Add new words to each word family.

-aft	**-ump**	**-int**	**-old**	**-ust**
craft	bump	hint	bold	bust
draft	hump	mint	gold	dust

C. Read the words in each row aloud. Cross out the word that has a different ending blend.

1. must just trust ~~trump~~
2. tramp camp stand stamp
3. list lift gift shift
4. best bent rent sent
5. bump stump punt pump
6. hold cost cold bold

▶ Writing Skills Practice: Sentences and Capitalization

A sentence states a complete thought. It begins with a capital letter and ends with a period.

Jan dreams of a new job.

A question begins with a capital letter and ends with a question mark.

What new job does Jan want?

Always capitalize the word *I*. Capitalize people's names.

Jan and I have a dream.

I want to work in a shop, and so does Jan.

A. Rewrite each sentence. Correct the capitalization. Write a period (.) or a question mark (?). Then read the sentences aloud.

1. brad has a job

Brad has a job.

2. brad goes to school, too

3. why does brad go to school

4. he hopes to go to college

5. first brad needs to read and write better

6. brad works hard in school and on the job

B. Rewrite each sentence. Correct the capitalization. Write a period (.). Then read the sentences aloud.

1. sal sent a letter to his family

   ____

2. victor and i are fine

   ____

3. victor works hard, and so do i

   ____

4. victor and i do homework and take tests

   ____

5. we miss you all a lot

   ____

C. Write five sentences about yourself. You can use words from the box. Then read your sentences aloud.

class hope job read school want

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Reading and Writing Practice

A. Read the story.

Ken's Big Dream

Ken has big dreams for his son, Russ. Russ is small now. Ken reads to him every day. Ken wants Russ to read well. Ken knows how hard life is when you cannot read well.

Ken dreams that Russ will do well in school. He hopes that Russ will go to college, too. Then Russ can get a good job. He can get a job he likes.

Ken dreams that Russ will be happy with his life.

B. Answer the questions.

1. Which sentence tells the main idea of "Ken's Big Dream"?

_____ (1) Ken has big dreams for his son, Russ.

_____ (2) Ken reads to Russ every day.

2. Read the **Effect** sentence. Check the sentence that tells the **Cause.**

Effect Ken reads to Russ every day.

Cause _____ (1) Ken wants Russ to read well.

_____ (2) Russ is a small child now.

3. Read the sentences. Number them in order.

_____ Russ will do well in school.

_____ Russ will get a job he likes.

_____ Russ will go to college.

C. Rewrite each sentence. Correct the capitalization. Write a period (.) or a question mark (?). Then read the sentences aloud.

1. we all have hopes and dreams

   ____

2. i know that jan, brad, and ken have dreams

   ____

3. what is your dream

   ____

4. how will you make your dream come true

   ____

D. Complete the sentences. You can use words from the box. Then read your sentences aloud.

children dreams hopes job learn school want

When I read better I will ______________________________

____

To do that I must ______________________________

____

Then I can ______________________________

▶ **Edit Your Writing** Check your sentences. Correct any mistakes.

___ Each sentence states a complete thought.
___ Words are capitalized correctly.
___ Each sentence ends with a period (.) or a question mark (?).

▶ Lesson 4

Think About It: Making Predictions

A. Use words from the box to complete the story. Then read the story aloud.

grapes	life	save	take	time	wife

____

Most heroes are everyday heroes. Pedro and Tina are heroes to their sons.

Pedro has worked on farms all his ____________. He picks ____________. His ____________, Tina, is a dressmaker. Pedro and Tina work hard. They ____________ their money so their sons can go to college. They spend as much ____________ as they can with their sons.

"Our parents are heroes," says their son Tony. "They work hard to ____________ care of my brother and me."

B. Answer the questions.

1. Pick the better title for the story. Copy it on the line above the story.
   ____ (1) Heroes to Their Sons
   ____ (2) Hard Workers
2. Both Pedro and Tina have the day off on Sunday. What do you predict they will do?
   ____ (1) They will spend time with their sons.
   ____ (2) They will go shopping.

Word Work: Long *a* and Long *i*

A. Read the word pairs aloud. Underline the word with the long *a* sound.

mad maid   bake back   tack take   cane can

plain plan   Sal sail   brain bran   grad grade

Look at the words you underlined. Complete the sentences below.

1. Most words that end in *a* + consonant + silent *e* have a ________ *a* sound.

2. Most words with *ai* have a long ________ sound.

B. Read the word pairs aloud. Underline the word with the long *i* sound.

sight sit   lick like   Tim time   fit fight

grim grime   slime slim   light lit   shin shine

Look at the words you underlined. Complete the sentences below.

1. Most words that end in *i* + consonant + silent *e* have a ________ *i* sound.

2. Most words with *igh* have a long ________ sound.

C. Use words from the box to complete the sentences. Then read the sentences aloud.

save   take   time

1. Pedro and Tina ________ care of their sons.

2. They spend ________ with their sons.

3. They ________ money for their sons.

▶ Lesson 5

Think About It: Finding Details

A. Use words from the box to complete the story. Then read the story aloud.

city feel Green he need three

A New Kind of Hero

Pete Greeley was a fire fighter. Now ____________ is retired. But Pete still wants to help people. He wants to ____________ needed.

Pete helps out at the ____________ Street Home. People at this home are older. They cannot drive. Pete gives them rides to the ____________. He drives them ____________ days each week.

People at the Green Street Home ____________ Pete's help. They are glad he can help them. Now Pete is a new kind of hero.

B. Answer the questions. Write the letter of the correct answer on the line.

___a___ **1.** Who is Pete Greeley?

_____ **2.** What does Pete do now?

_____ **3.** Why does Pete give rides?

_____ **4.** When does Pete give rides?

_____ **5.** Where does Pete drive people?

a. a retired fire fighter

b. to the city

c. three days each week

d. He wants to help people.

e. He gives rides to older people.

Word Work: Long *e* and Long *y*

A. Read the word pairs aloud. Underline the word with the long vowel sound.

weed wed   felt feel   bit beet

pet Pete   feed fed   teen ten

B. Read the words in the box aloud. Write each word under the right heading.

bread   break   dead   ✓ease
greatest   ready   seat   steak   teach

ea as in *each*	ea as in *head*	ea as in *great*
ease		

C. Cross out the word in each row that *does not* have a long *e* sound.

1. tea   teen   teach   ten

2. bent   beep   breed   bean

3. Pete   pleat   complete   pet

4. seen   seed   set   seat

D. Read the words in the box aloud. Write each word under the right heading.

country   myself   sunny   why

y as long *e*	*y* as long *i*

▶ Lesson 6

Think About It: Making Inferences

A. Use words from the box to complete the story. Then read the story aloud.

Blue	duty	float	hero	rescued

An Everyday Hero

In June, a small child almost died. He was alone. He fell off a dock into ______________ Lake. He could not ______________. Joan Gold dove into the lake and ______________ the child. She saved his life.

"I don't feel like a ______________," Joan said later. "I felt it was my ______________. I am glad I could help."

B. Answer the questions.

1. What can you infer about the child?
_____ (1) He fell into a river.
_____ (2) He could not swim.

2. What can you infer about Joan?
_____ (1) She is brave.
_____ (2) She is afraid to try new things.

3. What else can you infer about Joan?
_____ (1) She is tall.
_____ (2) She swims well.

Word Work: Long *o* and Long *u*

A. Add new words to each word family.

-oad	**-ose**	**-ope**	**-une**
goad	rose	cope	June
unload	close	grope	immune
__________	__________	__________	__________
__________	__________	__________	__________

B. Read the word pairs aloud. Underline the word with the long vowel sound.

cut	cute	boat	bat	how	hoe
hope	hop	us	use	cot	coat
rod	road	got	goat	truck	truce
dune	dunk	cope	cop	robe	rob
note	not	duck	duke	lad	load

C. Use words in the box to complete the sentences. Then read the sentences aloud.

duty	goes	refuse	rescue	told

1. Sometimes a hero ______________ into danger.

2. Sometimes a hero might ______________ someone.

3. A hero might ______________ to feel fear.

4. A hero might say, "I was just doing my ______________."

5. A hero's story should be ______________.

▶ Writing Skills Practice: **Contractions**

A *contraction* is formed when two words are combined. At least one letter is dropped. An *apostrophe* takes the place of the missing letter or letters.

Here are some commonly used contractions.

I am ➡ I'm
I will ➡ I'll
I would ➡ I'd
he is ➡ he's
she will ➡ she'll
it is ➡ it's

we are ➡ we're
we would ➡ we'd
you are ➡ you're
you would ➡ you'd
they are ➡ they're
they will ➡ they'll

A. Write the two words that are combined to form each contraction.

1. it's ________ ________

2. you're ________ ________

3. they'll ________ ________

4. we're ________ ________

5. he's ________ ________

6. hadn't ________ ________

7. didn't ________ ________

8. don't ________ ________

9. weren't ________ ________

10. hasn't ________ ________

B. Write the contraction for each pair of words. Then read the contractions aloud.

1. I will ________________

2. I am ________________

3. you would ________________

4. they are ________________

5. will not ________________

6. does not ________________

7. have not ________________

8. would not ________________

C. Rewrite each sentence. Put the apostrophe (') in each contraction. Then read the sentences aloud.

1. I told them I couldnt do it.

I told them I couldn't do it.

2. Someone said, "I know you cant."

____

3. I wasnt happy to hear that.

____

4. I wont give up so soon.

____

5. They arent going to get me down.

____

6. Ill prove them wrong.

____

D. Write about yourself. You can use contractions from the box. Then read your sentences aloud.

I'll	I'm	don't	can't	won't

1. ______________________________

2. ______________________________

3. ______________________________

Reading and Writing Practice

A. Read the story.

____

Dave and Joan lived next to an old lot. It was full of broken glass. It was full of trash. It was full of junk. The neighbors hated the old lot. Then Dave and Joan had an idea.

Joan said, "Why don't we clean up the junk?"

Dave said, "Yes, we can clean up the broken glass and the trash."

They worked hard. Soon some neighbors came to help. At the end of the day, the lot was clean.

The next week, Dave and Joan dug up the dirt. They planted grass and seeds. They planted a small tree. Soon Dave and Joan were glad they lived next to the lot. The neighbors were glad Dave and Joan lived on their block.

B. Answer the questions.

1. Pick the best title for this story. Write it on the line above the story.

____ (1) Neighborhood Heroes
____ (2) Glass and Trash

2. ✓ Check the right answer.

True	**False**	
_____	_____	**a.** Dave and Joan lived next to an old lot.
_____	_____	**b.** The old lot was full of good things.
_____	_____	**c.** Some neighbors liked the old lot.
_____	_____	**d.** The old lot now has trash and junk.
_____	_____	**e.** Dave and Joan are good neighbors.

C. Use contractions to answer the questions.

1. Did Dave and Joan leave junk in the lot?

   No, they didn't.

2. Will the neighbors put trash in the lot?

   No, ______________________________

3. Is Dave mad that he had to clean the lot?

   No, ______________________________

4. Would Dave and Joan let the lot get dirty again?

   No, ______________________________

D. Write about your neighborhood. You can use words from the box. Then read your writing aloud.

I'll	I'm	isn't	it's	can't

My neighborhood is ______________________________

____

____

____

▶ **Edit Your Writing** Check your sentences. Correct any mistakes.

____ Each sentence states a complete thought.
____ Words are capitalized correctly.
____ Each sentence ends with a period (.) or a question mark (?).
____ Contractions are spelled correctly.

▶ Lesson 7

Think About It: Identifying Cause and Effect

A. Read the story.

____

Phil works at Alpha Company. He does odd jobs. When something breaks, Phil fixes it. When it snows, he clears the walks. Phil likes working at Alpha. But he wants a better job. He talked to his boss. "Ms. Chin, I have my GED. What can I do to get ahead?"

Ms. Chin said, "Alpha trains many of its workers, Phil. We can train you for a new job. First you must take a test."

Phil was scared. He didn't want to take a test. He was afraid he would fail.

But Ms. Chin said, "Why not try? It can't hurt."

So Phil took the test. He passed it. He was thrilled. Phil starts his training next week. "This is a great change for me," he said. "It's a new start."

B. Pick the better title for this story. Write it on the line above the story.

_____ (1) Phil's New Start　　_____ (2) Phil's Day

C. Match the cause to the effect.

Cause	**Effect**
1. _____ Phil thought he would fail the test.	**a.** Workers can get ahead at Alpha.
2. _____ Alpha trains many of its workers.	**b.** Phil was scared to take the test.
3. _____ Phil passed the test.	**c.** Phil starts his training next week.

Word Work: Digraphs (*ch, sh, th, ph, wh*)

A. Add new words to each word family. Use the digraphs in the box to start your words.

ch sh th ph wh

-at	**-ip**	**-one**	**-op**	**-ump**
cat	dip	bone	hop	bump
sat	sip	cone	mop	lump
________	________	________	________	________
________	________	________	________	________

B. Use words from the box to complete the sentences. Then read the sentences aloud.

Alpha Chin computer Phil Rich thrilled

1. Rich and Phil work at the ______________ Company.
2. Alpha Company makes ______________ parts.
3. Rich and Phil work for Ms. ______________.
4. Ms. Chin promoted ______________.
5. ______________ is in training for a better job.
6. Rich and Phil are ______________.

▶ Lesson 8

Think About It: Sequencing Events

A. Read the story.

Training Together

Phyllis trains with her friend Lisa. Phyllis wants to run another marathon. Lisa wants to be thin. The friends train three times a week. First they do warm-up stretches. Next they do a hard workout. Sometimes they jump rope. Sometimes they lift barbells. Then they run around the track. Finally, they cool down. They do some easy stretches. After only two months, Lisa lost 13 pounds. But now she wants the thrill of running in a marathon, too.

B. Answer the questions.

1. Number the sentences in order. Then use the correct sequence word to start each sentence.

First	Second	Then	Last

____ __________ they run around the track.

____ __________ they do easy stretches to cool down.

____ __________ they do warm-up stretches.

____ __________ they jump rope or lift barbells.

2. Copy the sentences in order.

Phyllis and Lisa train three times a week.

First ______________________________

Second ______________________________

Then ______________________________

Last ______________________________

Word Work: Three-letter Initial Blends (*scr, spl, spr, str, thr*)

A. Add new words to each word family. Use the blends in the box to start your words.

scr spl spr str thr

-ash	**-eam**	**-ing**	**-ong**	**-ung**
cash	beam	ring	long	hung
dash	seam	sing	song	sung
________	________	________	________	________
________	________	________	________	________

B. Match a word family to an initial blend to make a word. Then write the new word.

1. thr **a.** -it c. thrill

2. spl **b.** -eet ________

3. spr **c.** -ill ________

4. str **d.** -out ________

5. scr **e.** -ub ________

C. Use words from the box to complete the sentences. Then read the sentences aloud.

spring sprint strong three

1. Phyllis has become a ________________ runner.

2. She has run in ________________ marathons.

3. She ends each race with a ________________.

4. She will race again in the ________________.

▶ Lesson 9

Think About It: Making Inferences

A. Read the story.

____

My daughter Sue joined a softball team when she was 10. I will never forget her first game. Sue's team was dressed in bright orange T-shirts. They were very excited.

Sue played in right field. For most of the game, no one hit a ball to her. Then, in the last inning, Sue had her chance! A batter hit a long fly ball to right field. Sue backed up. She was close to the fence. Her team cheered, "Go, Sue!" I sat on the edge of my seat.

Sue lunged for the ball. It fell into her glove. But Sue was still moving. Next thing I knew, she hit the fence. I cringed. But Sue didn't flinch. She jumped up. She held the ball in the air. Everyone cheered. What a moment! What a kid!

B. Answer the questions.

1. Pick the better title for the story. Copy it on the line above the story.

_____ (1) The Winning Team

_____ (2) Sue's Big Moment

2. ✓ Check all of the inferences that can be made.

_____ **a.** The writer is proud of Sue.

_____ **b.** Sue's team lost the game.

_____ **c.** The crowd was happy for Sue.

_____ **d.** The writer thinks Sue should try harder.

_____ **e.** Sue is a good athlete.

Word Work: Three-letter Final Blends (nch, nce, nge, rse, dge)

A. Add new words to each word family.

-ange	-erse	-ince	-udge	-unch
range	adverse	convince	budge	bunch
exchange	universe	province	trudge	crunch

B. Read the words in each row aloud. Cross out the word that has a different final blend.

1. bench French fence clench
2. ledge edge wedge bench
3. since pinch prince wince
4. lunge bunch lunch munch
5. change range strange chance

C. Use words from the box to complete the sentences. There is a rhyming clue in each sentence. Then read the sentences aloud.

bridge ✓chance exchange French reverse

1. She liked to dance when she had a chance ________.
2. He read the verse to himself in ________.
3. She had to arrange to make the ________.
4. He sat on the bench and spoke all in ________.
5. She ran over the ridge and across the ________.

Writing Skills Practice: **Plurals**

To make a word plural, follow these rules.

Add -*s* to most words.

idea + s = ideas race + s = races day + s = days

Add -*es* to words ending in *s, x, z, ch,* and *sh*.

class + es = classes tax + es = taxes wish + es = wishes

If a word ends in a consonant followed by *y*, change the *y* to *i* and add -*es*.

family + es = families duty + es = duties fly + es = flies

A. Write the plural of each word.

1. thrill ____________
2. stretch ____________
3. board ____________
4. box ____________
5. ankle ____________
6. sky ____________
7. boss ____________
8. nephew ____________
9. ruby ____________
10. ax ____________
11. month ____________
12. penny ____________
13. brush ____________
14. surprise ____________
15. lunch ____________
16. country ____________
17. dress ____________
18. outbreak ____________
19. strawberry ____________
20. warehouse ____________

B. Complete each sentence with the word in parentheses. Add *-s* or *-es* to make the word plural. Then read the sentences aloud.

1. (game) As a child, Phyllis loved baseball ______________.

2. (day) She played ball on most fine summer ______________.

3. (bench) She didn't sit on ______________ very often.

4. (chance) She had many ______________ at bat.

5. (run) She hit home ______________ each summer.

6. (base) She could run very fast around the ______________.

7. (race) Now she runs very fast in ______________.

C. Complete each sentence with the word in parentheses. Change the *-y* to *-i* and add *-es* to make the word plural. Then read the sentences aloud.

1. (city) Ms. Chin has lived in many ______________.

2. (company) She has worked for four ______________.

3. (duty) Now she is boss and has many ______________.

4. (country) Her workers come from different ______________.

5. (family) She talks with them about their ______________.

6. (story) They have many ______________ to tell.

Reading and Writing Practice

A. Read the story and answer the question.

Sam and Sarah

Sam Morse and Sarah Lynch met on New Year's Eve. Sam asked Sarah to dance. Two dances later, he was in love. It took Sarah a lot longer. But Sam didn't give up. He made her splendid meals. He sent her roses. He called her each day. But Sarah wasn't sure if she loved Sam or not.

Then Sam had a hunch. He took a long trip. He didn't write to Sarah. He didn't call. Sarah was very sad. She missed Sam a lot. She wrote him many letters.

At last Sam came home. He saw the large stack of Sarah's letters. He could tell that she was in love with him.

Sam Morse and Sarah Lynch will marry in July. Everyone is thrilled for them.

Which proverb best describes the effect that Sam's trip had on Sarah?

_____ (1) If you can't beat them, join them.

_____ (2) Absence makes the heart grow fonder.

B. Number the sentences in order. Then use the correct sequence word to start each sentence. Read the sentences aloud in order.

First	Second	Then	Last

_____ __________ Sam and Sarah met on New Year's Eve.

_____ __________ Sam took a long trip.

_____ __________ Sam fell in love with Sarah.

_____ __________ Sarah found that she loved Sam.

C. Make the word in parentheses plural to complete the sentences. Then read the sentences aloud.

1. (dance) Sarah and Sam danced many ______________.

2. (gift) Sam gave Sarah ______________ and cards.

3. (bunch) Sam gave her ______________ of roses.

4. (city) Sam took a trip to several ______________.

5. (beach) He swam at lovely ______________.

6. (letter) He didn't write Sarah any ______________.

7. (box) He did not send her ______________ of candy.

8. (stack) Sarah wrote Sam ______________ of letters.

D. Think about a time that you were thrilled for someone. Maybe this person got married or had a child. Maybe this person reached a goal. Write about it. Tell why you were thrilled. Read your writing aloud.

I was thrilled for ____

____

____

▶ **Edit Your Writing** Check your sentences. Correct any mistakes.

____ Each sentence states a complete thought.
____ Words are capitalized correctly.
____ Each sentence ends with a period (.) or a question mark (?).
____ Contractions are spelled correctly.
____ Plurals are spelled correctly.

▶ Lesson 10

Think About It: Understanding the Main Idea

A. Read the story.

____

Paula and Dawn were best friends all through school. But they were like night and day. Paula loved going to school. Dawn loved going home each day. Paula was always on time. Dawn was always late.

Even so, the girls liked to do the same things. They liked to draw. They liked to swim in the town pool in August. And they loved to talk. They talked about growing up. They talked about boys. They talked about everything. They enjoyed each other. That's what made them friends.

When they finished high school, Paula and Dawn rented a house. Dawn taught Paula to do laundry. Paula taught Dawn how to drive. They learned a lot from each other. And they supported each other. Their friendship was like an arch.

B. Answer the questions.

1. Pick the better title for the story. Write it on the line above the story.

_____ (1) Girls in School

_____ (2) Opposites Attract

2. Which sentence tells the main idea of this story?

_____ (1) Paula and Dawn are like night and day.

_____ (2) Paula and Dawn are best friends.

Word Work: Special Vowel Combinations (*au, aw, oi, oy, oo, ou*)

A. Read the words in the box aloud. Write each word under the correct heading.

broom
group
food
loud
foul
shook
good
through

oo* as in *book	***oo* as in *too***	***ou* as in *out***	***ou* as in *you***
____________	____________	____________	____________
____________	____________	____________	____________

B. Choose the correct word to complete each sentence. Then read the sentences aloud.

1. Paula ________________ taking people on hikes.
(enjoys, employs)

2. Her friends ________________ her for an early hike.
(join, joy)

3. They start the hike at ________________.
(down, dawn)

4. Paula ________________ around at her friends.
(looks, likes)

5. Some of them begin to ________________.
(jaw, yawn)

6. Most of them ________________ very sleepy.
(sand, sound)

7. After the hike, her friends will ________________ take a nap.
(soon, son)

▶ Lesson 11

Think About It: Finding Details

A. Use words from the box to complete the story. Then read the story aloud.

admire	care	rare	shared	sore	sure

Friends in Need

When he was 34, Terry Gore got very sick. Doctors said he had cancer. They told Terry they would try to cure him. But they were not ______________ if they could.

Terry was very scared. He had no family in town. He began to depend on his friends. They ______________ his fear. They helped him when he was tired and ______________. They made him feel more secure.

The doctors are happy with Terry's progress. And they ______________ his friends. One doctor said, "It is ______________ to see such true friends. They have helped Terry get through this. They really ______________."

B. Answer the questions.

1. What was wrong with Terry?

_____ (1) He had cancer.

_____ (2) He couldn't depend on his friends.

2. Why did the doctors admire Terry's friends?

_____ (1) They helped Terry when he was sick.

_____ (2) They cured Terry.

Word Work: R-controlled Vowels (*are, err, ire, ore, ure*)

A. Read the words in the box aloud. Write each word under the word with the same vowel sound.

assure bare care core cherry
desire errand flare inquire insure
store sure terrify tore wire

dare	**berry**	**fire**	**more**	**pure**
__________	__________	__________	__________	__________
__________	__________	__________	__________	__________
__________	__________	__________	__________	__________

B. Unscramble the word in parentheses to complete each sentence. There is a rhyming clue in each sentence. Then read the sentences aloud.

1. (refi) They had to hire two new ______________ fighters.

2. (rafe) If we share the cost, we can pay the cab ______________

3. (soter) Please come home before you go to the ______________.

4. (cesrue) I am not sure this house is ______________.

5. (shecrire) Sherry likes berries better than ______________.

6. (erterid) We all admired the woman who ______________.

7. (cderas) They dared me to do it, but I was too ______________.

8. (roshe) We took more food to the ______________ than we could eat.

▶ Lesson 12

Think About It: Making Predictions

Read the story and answer the questions.

The Gift

Sofia got a gift for young Murat. She wrapped it in paper. She tied it with a bow. Then she gave the gift to the boy.

"What did you get me?" asked Murat.

Sofia said, "Here are some hints. I am always writing in my journal. I started it when I was about your age. You are always drawing. You can start using this gift now. You can use this gift like I use my journal."

1. Make a prediction about Sofia's gift. What did she give Murat?

____

Murat did not wait. He ripped off the bow and the paper. Inside, he found a scrapbook. It was a good book for him to draw in.

Murat loved the scrapbook. He wanted to draw in it at once. He thanked Sofia. Then he went to find some pencils.

2. How did your prediction for question #1 match the story? How did it not match?

____

3. Murat went to find some pencils. What do you predict he will do next?

____

Word Work: More R-controlled Vowels (*ar, er, ear, our*)

Read the words in the boxes aloud. Write each word under the word with the same vowel sound.

barn carry Larry start swarm warn

1. arm warm marry

______ ______ ______

______ ______ ______

cereal fern merry term where zero

2. very hero her

______ ______ ______

______ ______ ______

bear clear pear pearl year yearn

3. hear wear heard

______ ______ ______

______ ______ ______

course courteous fourth journal scour sour

4. our four journey

______ ______ ______

______ ______ ______

Writing Skills Practice: **Adding *-ed* and *-ing***

When adding *-ed* or *-ing* to a word, follow these rules.

1. **Add *-ed* or *-ing* to most words without changing anything.**

   pass + ed = passed play + ed = played
   pass + ing = passing play + ing = playing

2. **If a word ends in silent *e*, drop the *e* before adding *-ed* or *-ing*.**

   smile + ed = smiled arrive + ed = arrived
   smile + ing = smiling arrive + ing = arriving

3. **If a word ends with a short vowel followed by a consonant, double the consonant before adding *-ed* or *-ing*.**

   stop + ed = stopped rip + ed = ripped
   stop + ing = stopping rip + ing = ripping

A. Add *-ed* to the word in parentheses to complete each sentence.

1. (wait) Sofia ______________ for Meral at the airport.
2. (arrive) She met them when they ______________.
3. (cook) Sofia ______________ Turkish food.
4. (bake) She ______________ cakes, too.
5. (rest) They all ______________ after lunch.

B. Add *-ing* to the word in parentheses to complete each sentence.

1. (throw) Sofia is ______________ Murat a party today.
2. (eat) Their friends are ______________ a big meal.
3. (arrive) Friends keep ______________ for the party.
4. (give) Meral is ______________ Murat his present.
5. (have) Everyone is ______________ a very good time.

C. Add *-ed* to these words. Double the last letter first. Write the new word on the line.

1. drip dripped______ pin ______ ram ______

2. jog ______ pet ______ sip ______

D. Add *-ing* to these words. Double the last letter first. Write the new word on the line.

1. rip ______ grin ______ dig ______

2. rob ______ shut ______ hum ______

E. Read the words in each row aloud. The last letter of one word must be doubled before you add *-ed*. Underline that word. Then write the new word.

1. shop shout shame shopped______

2. plain plane plan ______

3. crack cram cross ______

4. hope hate hop ______

5. pine pin pain ______

6. kill kiss kid ______

F. Cross out the word in each line that is spelled wrong. Then write it correctly.

1. shipping shopping ~~shapping~~ shaping______

2. missing mashhing messing ______

3. beting batting biting ______

4. fliping flapping flying ______

5. playing placeing planning ______

6. trainning treating trying ______

Reading and Writing Practice

A. Read the story.

Finding a Friend

Sly Peters met Lu Shen at work. In April, Lu was hired to work in Sly's group. At first, the two men did not talk much. But soon they began talking each day.

Sly was from Texas. Lu was from California. They had very different backgrounds. However, they have a lot in common now. Both of them are married. They each have young children. And of course, they work at the same company.

They have become friends. Sly likes Lu's jokes. Lu likes the way Sly tells stories. Now the men eat lunch together every day. Their families meet for dinner now and then. Sly and Lu feel lucky. Each man has found a good friend.

B. Answer the questions.

1. Which sentence tells the main idea of "Finding a Friend"?
    - _____ (1) Sly Peters met Lu Shen at work.
    - _____ (2) Each man has found a good friend.
    - _____ (3) They had very different backgrounds.
2. Who is this story about? ______________________________
3. When was Lu hired? ______________________________
4. Where was Sly Peters from? ______________________________
5. What is one thing the men have in common? ______________

    ____

6. How often do the men eat lunch together? ______________

    ____

C. Rewrite each sentence. Correct the verb endings. Then read the sentences aloud.

1. Lu Shen movd to Texas in January.
2. In April he startted working at J&L Company.
3. Lu is makeing new friends at work.
4. Lu is planing to have a party for his new friends.

D. Rewrite each sentence. Correct the capitalization. Add periods, question marks, and apostrophes as needed.

1. my friend doesnt think she can get a better job
2. so i told her she couldnt if she didnt try
3. shell have to work at it, wont she
4. getting a job isnt easy, but id be glad to help her
5. im sure shed be happier with a new job

E. Add *-s, -es, -ies, -ed* or *-ing* to fit the sentences. Correct the capitalization.

1. ________________ sometimes have many ________________
(family) (story)
to tell.

2. ________________ tell about how things are ________________.
(grandfather) (change)

3. ________________ tell how they ________________ and
(dad) (hope)
________________ for their ________________.
(plan) (son)

4. ________________ get out ________________ of ________________
(mom) (box) (picture)
they have been ________________.
(save)

F. Think about a new friend you have made. Where did you meet this person? Why did you become friends? Write about it here. Read your writing aloud.

I made a new friend ______________________________

____

____

____

▶ **Edit Your Writing** Check your sentences. Correct any mistakes.

____ Each sentence states a complete thought.
____ Words are capitalized correctly.
____ Each sentence ends with a period (.) or a question mark (?).
____ Contractions are spelled correctly.
____ Plurals are spelled correctly.
____ Verb endings are spelled correctly.

Answer Key

▼ Lesson 1

Think About It: Sequencing Events (p. 4)

A. in, glad, job

C. 1. (1) Jan's Work Day
   2. 3 Jan goes home.
      1 Jan wakes up.
      2 Jan goes to work.

Word Work: Short Vowels (p. 5)

A. cab, bell, mop, bug

B. Possible words:
   -ap: lap, nap, rap, sap
   -ent: bent, gent, lent, rent, sent
   -id: bid, lid, rid, Sid
   -od: god, nod, rod, sod
   -ut: but, gut, nut, rut

C. 1. job
   2. class
   3. gets
   4. goes
   5. better

▼ Lesson 2

Think About It: Identifying Cause and Effect (p. 6)

A. stories, school, live
   works, write, about

B. 2. a
   3. b

Word Work: Initial Consonant Blends (p. 7)

A. clock, plate, grass, stop

B. **-and:** grand, stand
   -im: brim, grim
   -ip: clip, grip
   -ock: clock, stock
   -uff: gruff, stuff

C. 2. stay
   3. class
   4. glad
   5. plans
   6. give

▼ Lesson 3

Think About It: Understanding the Main Idea (p. 8)

A. work, feels, better, dream

B. 1. (1) Ben's Dream
   2. (2) Ben Hunt has a dream.
   3. (2) goes to school

Word Work: Final Consonant Blends (p. 9)

A. field, gift, plant, lamp

B. Some possible words:
   -aft: graft, raft, shaft
   -ump: clump, jump, lump, stump, dump
   -int: lint, stint, tint, flint
   -old: hold, mold, sold, fold
   -ust: lust, must, trust, rust, just

C. 2. stand
   3. list
   4. best
   5. punt
   6. cost

Writing Skills Practice: Sentences and Capitalization (p. 10)

A. 2. Brad goes to school, too.
   3. Why does Brad go to school?
   4. He hopes to go to college.
   5. First Brad needs to read and write better.
   6. Brad works hard in school and on the job.

B. 1. Sal sent a letter to his family.
   2. Victor and I are fine.
   3. Victor works hard, and so do I.
   4. Victor and I do homework and take tests.
   5. We miss you all a lot.

C. Sentences will vary.

Reading and Writing Practice (p. 12)

B. 1. (1) Ken has big dreams for his son, Russ.
   2. (1) Ken wants Russ to read well.
   3. 1 Russ will do well in school.
      3 Russ will get a job he likes.
      2 Russ will go to college.

C. 1. We all have hopes and dreams.
   2. I know that Jan, Brad, and Ken have dreams.
   3. What is your dream?
   4. How will you make your dream come true?

D. Sentences will vary.

▼ Lesson 4

Think About It: Making Predictions (p. 14)

A. life, grapes, wife, save, time, take

B. 1. (1) Heroes to Their Sons
   2. (1) They will spend time with their sons.

Word Work: Long *a* and Long *i* (p. 15)

A. maid, bake, take, cane
   plain, sail, brain, grade
   1. long
   2. *a*

B. sight, like, time, fight
grime, slime, light, shine
1. long
2. *i*

C.
1. take
2. time
3. save

▼ Lesson 5

Think About It: Finding Details (p. 16)

A. he, feel, Green, city, three, need

B.
2. e
3. d
4. c
5. b

Word Work: Long *e* and Long *y* (p. 17)

A. weed, feel, beet
Pete, feed, teen

B.

ea as in *each*	*ea* as in *head*	*ea* as in *great*
ease	bread	break
seat	dead	greatest
teach	ready	steak

C.
1. ten
2. bent
3. pet
4. set

D.

y as long *e*	*y* as long *i*
country	myself
sunny	why

▼ Lesson 6

Think About It: Making Inferences (p. 18)

A. Blue, float, rescued, hero, duty

B.
1. (2) He could not swim.
2. (1) She is brave.
3. (2) She swims well.

Word Work: Long *o* and Long *u* (p. 19)

A. Some possible words:
-oad: load, road, toad
-ose: chose, hose, pose, prose
-ope: hope, pope, rope, mope
-une: dune, prune, tune

B. cute, boat, hoe
hope, use, coat
road, goat, truce
dune, cope, robe
note, duke, load

C.
1. goes
2. rescue
3. refuse
4. duty
5. told

Writing Skills Practice: Contractions (p. 20)

A.
1. it is
2. you are
3. they will
4. we are
5. he is
6. had not
7. did not
8. do not
9. were not
10. has not

B.
1. I'll
2. I'm
3. you'd
4. they're
5. won't
6. doesn't
7. haven't
8. wouldn't

C.
2. Someone said, "I know you can't."
3. I wasn't happy to hear that.
4. I won't give up so soon.
5. They aren't going to get me down.
6. I'll prove them wrong.

D. Sentences will vary.

Reading and Writing Practice (p. 22)

B.
1. (1) Neighborhood Heroes
2. a. True
   b. False
   c. False
   d. False
   e. True

C.
2. No, they won't.
3. No, he isn't.
4. No, they wouldn't.

D. Responses will vary.

▼ Lesson 7

Think About It: Identifying Cause and Effect (p. 24)

B. (1) Phil's New Start

C.
1. b
2. a
3. c

Word Work: Digraphs (p. 25)

A. Possible words:
-at: chat, that, (what)
-ip: chip, ship, whip
-one: shone, phone
-op: chop, shop
-ump: chump, thump

B.
1. Alpha
2. computer
3. Chin
4. Rich

5. Phil
6. thrilled

▼ Lesson 8

Think About It: Sequencing Events (p. 26)

B. 1. 3 Then
4 Last
1 First
2 Second
2. First they do warm-up stretches.
Second they jump rope or lift barbells.
Then they run around the track.
Last they do easy stretches to cool down.

Word Work: Three-letter Initial Blends (p. 27)

A. **-ash:** splash, thrash
-eam: scream, stream
-ing: spring, string
-ong: strong, throng
-ung: sprung, strung

B. 2. a. split
3. d. sprout
4. b. street
5. e. scrub

C. 1. strong
2. three
3. sprint
4. spring

▼ Lesson 9

Think About It: Making Inferences (p. 28)

B. 1. (2) Sue's Big Moment
2. a, c, e

Word Work: Three-letter Final Blends (p. 29)

A. Some possible words:
-ange: change, strange, arrange
-erse: verse, reverse, diverse
-ince: since, wince, prince
-udge: fudge, judge, nudge, grudge, smudge
-unch: hunch, lunch, munch, punch, brunch

B. 1. fence
2. bench
3. pinch
4. lunge
5. chance

C. 2. reverse
3. exchange
4. French
5. bridge

Writing Skills Practice: Plurals (p. 30)

A. 1. thrills
2. stretches
3. boards
4. boxes
5. ankles
6. skies
7. bosses
8. nephews
9. rubies
10. axes
11. months
12. pennies
13. brushes
14. surprises
15. lunches
16. countries
17. dresses
18. outbreaks
19. strawberries
20. warehouses

B. 1. games
2. days
3. benches
4. chances
5. runs
6. bases
7. races

C. 1. cities
2. companies
3. duties
4 countries
5. families
6. stories

Reading and Writing Practice (p. 32)

A. (2) Absence makes the heart grow fonder.

B. 1. 1 First
3 Then
2 Second
4 Last

C. 1. dances
2. gifts
3. bunches
4. cities
5. beaches
6. letters
7. boxes
8. stacks

D. Responses will vary.

▼ Lesson 10

Think About It: Understanding the Main Idea (p. 34)

B. 1. (2) Opposites Attract
2. (2) Paula and Dawn are best friends.

Word Work: Special Vowel Combinations (p. 35)

A.

oo* as in *book	***oo* as in *too***
good	broom
shook	food

ou* as in *out	***ou* as in *you***
foul	group
loud	through

B. 1. enjoys
2. join
3. dawn
4. looks
5. yawn
6. sound
7. soon

▼ Lesson 11

Think About It: Finding Details (p. 36)

A. sure, shared, sore, admire, rare, care

B. 1. (1) He had cancer.
2. (1) They helped Terry when he was sick.

Word Work: R-controlled Vowels (p. 37)

A.

dare	**berry**	**fire**	**more**	**pure**
bare	cherry	desire	core	assure
care	errand	inquire	store	insure
flare	terrify	wire	tore	sure

B. 1. fire
2. fare
3. store
4. secure
5. cherries
6. retired
7. scared
8. shore

▼ Lesson 12

Think About It: Making Predictions (p. 38)

1. a scrapbook, or a book he could draw in
2. Responses will vary.
3. He will probably draw in his new scrapbook.

Word Work: More R-controlled Vowels (p. 39)

1. **arm**	**warm**	**marry**
barn	swarm	carry
start	warn	Larry
2. **very**	**hero**	**her**
merry	cereal	fern
where	zero	term
3. **hear**	**wear**	**heard**
clear	bear	pearl
year	pear	yearn
4. **our**	**four**	**journey**
scour	course	courteous
sour	fourth	journal

Writing Skills Practice: Adding *-ed* and *-ing* (p. 40)

A. 1. waited
2. arrived
3. cooked
4. baked
5. rested

B. 1. throwing
2. eating
3. arriving
4. giving
5. having

C. 1. pinned, rammed
2. jogged, petted, sipped

D. 1. ripping, grinning, digging
2. robbing, shutting, humming

E. 2. planned
3. crammed
4. hopped
5. pinned
6. kidded

F. 2. mashing
3. betting
4. flipping
5. placing
6. training

Reading and Writing Practice (p. 42)

B. 1. (2) Each man has found a good friend.
2. Sly Peters and Lu Shen
3. in April
4. Texas
5. Some possible answers: married, young children, work at the same company
6. every day

C. 1. Lu Shen moved to Texas in January.
2. In April he started working at J&L Company.
3. Lu is making new friends at work.
4. Lu is planning to have a party for his new friends.

D. 1. My friend doesn't think she can get a better job.
2. So I told her she couldn't if she didn't try.
3. She'll have to work at it, won't she?
4. Getting a job isn't easy, but I'd be glad to help her.
5. I'm sure she'd be happier with a new job.

E. 1. Families, stories
2. Grandfathers, changing
3. Dads, hoped, planned, sons
4. Moms, boxes, pictures, saving

F. Responses will vary.

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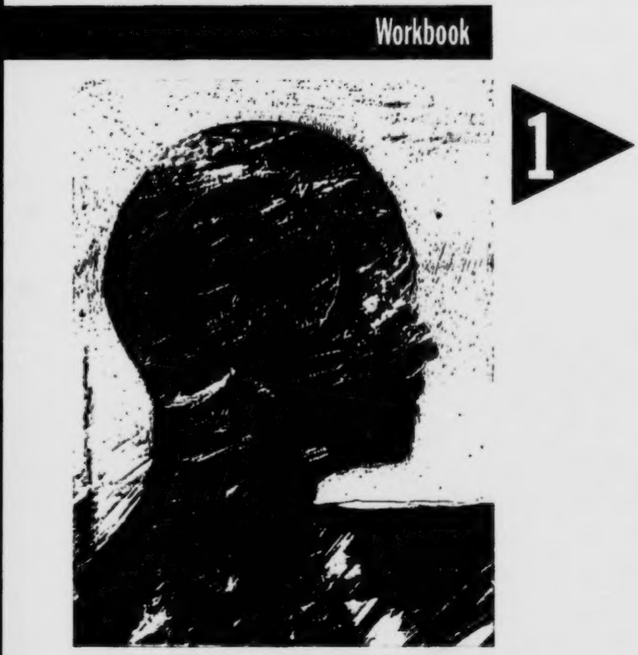
Voyager

Voyager is a nine-level program that combines a contemporary theme-based approach with the best elements from traditional instruction. It teaches the essential reading, writing, listening, speaking, and critical thinking skills and strategies needed by adults to function on the job and in today's diverse, rapidly changing, and information-rich society.



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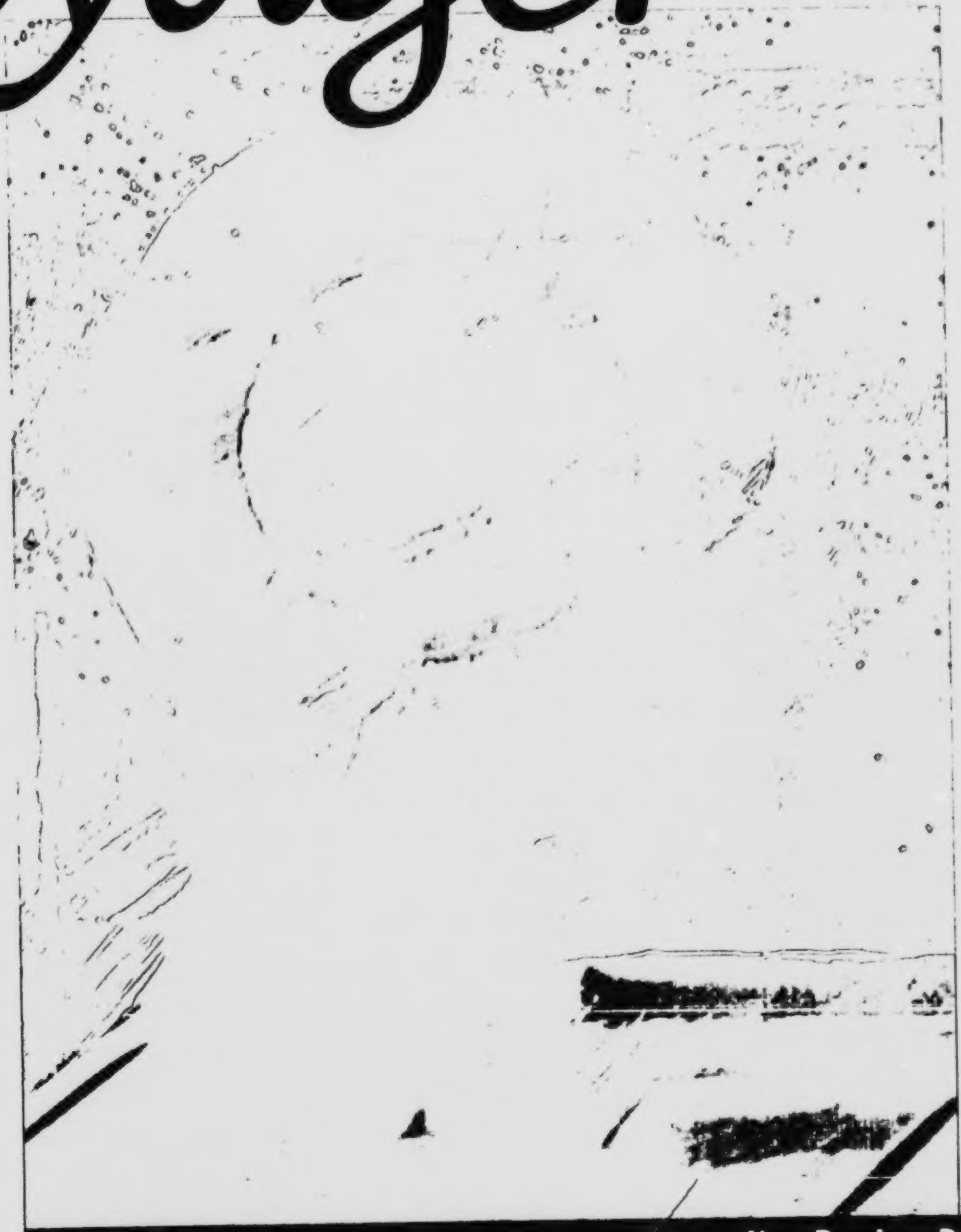
Puzzles

Voyager

Reading and Writing for Today's Adults

1

Emma Iulo



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LESSON 1

Use the clues to help you fill in the answer words listed below. Then put the letters that are above numbers in the blanks at the bottom. You will have a wise saying. The first one has been done for you.

BAD	FUN	MUST	PET	RUN
✓BIG	HOT	PANS	READ	SON

Brad has a ___ plan. $\underline{\text{B}}\ \underset{1}{\underline{\text{I}}}\ \underline{\text{G}}$

Ken and Russ have ___. $\underset{2}{\_\_}\ \_\_\ \_\_$

Dog or cat $\_\_\ \_\_\ \underset{3}{\_\_}$

Russ is Ken's ___. $\underset{4}{\_\_}\ \_\_\ \_\_$

Not cold $\_\_\ \underset{5}{\_\_}\ \_\_$

Not good $\underset{6}{\_\_}\ \_\_\ \_\_$

Jan learns to ___ better. $\_\_\ \underset{7}{\_\_}\ \_\_\ \_\_$

Go fast $\_\_\ \underset{8}{\_\_}\ \_\_$

Pots and ___ $\underset{9}{\_\_}\ \_\_\ \_\_\ \_\_$

Has to $\underset{10}{\_\_}\ \_\_\ \_\_\ \_\_$

The wise saying: $\underset{1}{\underline{\text{I}}}\ \underset{2}{\_\_}\quad \underset{1}{\underline{\text{I}}}\ \underset{3}{\_\_}\quad \underset{1}{\underline{\text{I}}}\ \underset{4}{\_\_}\quad \underset{3}{\_\_}\ \underset{5}{\_\_}\quad \underset{6}{\_\_}\ \underset{7}{\_\_}$,
$\underset{1}{\underline{\text{I}}}\ \underset{3}{\_\_}\quad \underset{1}{\underline{\text{I}}}\ \underset{4}{\_\_}\quad \underset{8}{\_\_}\ \underset{9}{\_\_}\quad \underset{3}{\_\_}\ \underset{5}{\_\_}\quad \underset{10}{\_\_}\ \underset{7}{\_\_}$.

Answers on page 20.

LESSON 2

Use the clues to help you fill in the answer words listed below. After you fill in the blanks, the boxed letters will spell a phrase that means "the best." The first one is done for you.

BORN
CLOCK
✓FAMILY

FRIENDS
HAS
LEARNED

LIVES
SISTER
STATE
STOP

Sal missed his ___. $\boxed{F}$ A M I L Y

Pals ___ ___ ☐ ___ ___ ___ ___

Sal was ___ in Mexico. ___ ___ ☐ ___

Brother and ___ ☐ ___ ___ ___ ___ ___

Texas is a ___. ___ ☐ ___ ___ ___

It rings: alarm ___ ☐ ___ ___ ___ ___

Sal ___ in Dallas. ☐ ___ ___ ___ ___

Sal ___ English. ___ ___ ☐ ___ ___ ___ ___

___ or go ☐ ___ ___ ___

Sal ___ a new dream. ___ ___ ☐

Answers on page 20.

LESSON 3

Use one letter to finish both words in each pair. The first one is done for you.

d f ~~g~~ s t

grass ___rift ___hat ___wift ___rozen

gift ___ream ___est ___ky ___ield

h l m s t

lif___ ___amp co___e c___ild che___t

sta___e co___d sta___p w___en doe___

a e i o u

___wn b___mp al___ve lif___ r___ft

s___ld g___est w___ng b___st gr___nt

c i n o r

p___em soa___ing sh___ft ___lump se___t

c___st fea___ b___rd s___old wi___g

Answers on page 20.

UNIT 1 REVIEW

Use the clues to help you fill in the answer words listed below. Then put the letters that are above numbers in the blanks at the bottom. You will have a thought about following your dreams, written by English poet William Blake.

BETTER
EFFECT
FIRST
GLAD
HE
MEXICO
NEW
✓NIGHT
TEXAS

Day and ___ N I G H T
1 2

Sal came from ___. ___ ___ ___ ___ ___ ___
3 4

Jan wants to read ___. ___ ___ ___ ___ ___ ___
5 6

Not sad ___ ___ ___ ___
7 8

Not last ___ ___ ___ ___ ___
9 10

Where Sal lives now ___ ___ ___ ___ ___
11

Not she ___ ___
12

Cause and ___ ___ ___ ___ ___ ___ ___
13

Not old ___ ___ ___
14

William Blake's thought:

N ___   ___ ___ ___ ___   ___ ___ ___ ___ ___   T ___ ___
1 4   5 3 6 8   10 4 11 6 10   2 4 4

___ ___ ___ ___,   ___ ___   ___ ___   ___ ___ ___ ___ ___
12 3 7 12   3 9   12 13   10 4 11 6 10

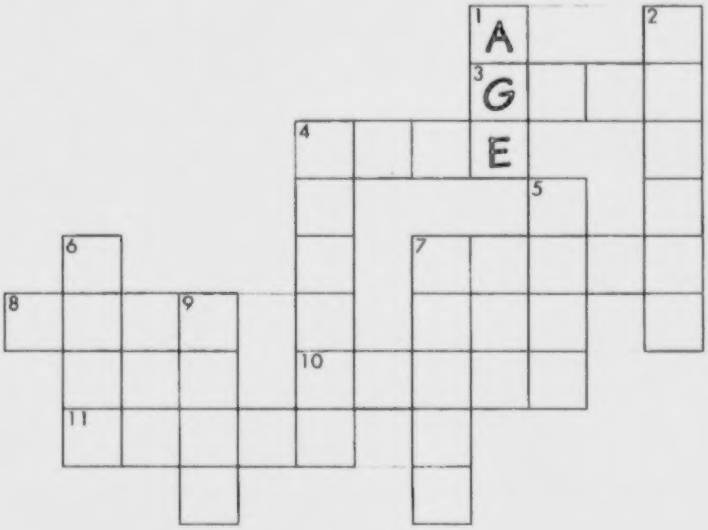
___ ___ T ___   ___ ___ ___   ___ ___ N   ___ ___ N ___ ___.
14 3 2 12   12 3 10   4 14 1   14 3 1 7 10

Answers on page 20.

LESSON 4

Use the clues to help you fill in the words listed below.
The first one is done for you.

✓AGE
FARE
FARM
GAIN
HAIL
LIKE
MAKES
PLANE
PRICE
RIDE
RIGHTS
TWICE
UNITED



Across

3. No pain, no ___.
4. Take the bus
7. You fly in it.
8. Frozen rain
10. Two times
11. ___ dinner (cooks)

Down

✓1. How old you are
2. ___ Farm Workers
4. Civil ___ Movement
5. Rosa Parks paid her bus ___.
6. Cesar Chavez was a ___ worker.
7. Cost
9. Tell it ___ it is.

Answers on page 21.

LESSON 5

Use one letter to finish both words in each pair. The first one is done for you.

b f g s ~~w~~

w hy	___teak	___reen	___eel	___read
w hen	___tory	___reatly	___ly	___rave

c d h l r

reac___	f___eet	___ity	yea___	alrea___y
t___ese	comp___ete	ea___h	st___eet	nee___

a e i o u

fam___ly	___head	yo___	s___at	wh___
f___re	e___sy	ca___se	wh___re	w___rk

e k m t y

wee___	h___el	ad___ire	m___self	wha___
___nown	br___ak	___ade	man___	re___ire

Answers on page 21.

LESSON 6

Look across (→) to find words that are listed below. Circle the words in the puzzle.

M	E	N	U	O	S	T	A	T	U	E
N	U	C	G	B	O	A	T	U	F	S
Z	G	O	A	L	B	M	U	S	I	C
F	Q	J	J	B	E	F	O	R	E	G
G	A	L	O	N	E	T	R	U	B	Y
S	M	G	A	R	G	U	E	C	K	O
T	U	N	E	H	Q	A	T	O	E	M
K	L	T	H	R	O	A	T	V	I	G
F	G	L	U	E	R	B	R	O	K	E
P	E	R	F	U	M	E	U	F	S	G
M	S	Z	Y	P	Z	Q	B	O	L	D

ALONE
ARGUE
BEFORE
BOAT

BOLD
BROKE
GLUE
GOAL

MENU
MUSIC
PERFUME
RUBY

STATUE
THROAT
TOE
TUNE

Answers on page 21.

UNIT 2 REVIEW

Each of the words below can describe a person. Fill in the missing letters. Then put the letters that are above numbers in the blanks at the bottom. You will have some advice from Eleanor Roosevelt, who overcame shyness to speak out on causes she believed in. The first one has been done for you.

SH$\underset{1}{\underline{\;Y\;}}$

STR$\underset{2}{\underline{\quad}}$NG

AD$\underset{3}{\underline{\quad}}$LT

SLI$\underset{4}{\underline{\quad}}$

BE$\underset{5}{\underline{\quad}}$T

FAS$\underset{6}{\underline{\quad}}$

GLA$\underset{7}{\underline{\quad}}$

BRIG$\underset{8}{\underline{\quad}}$T

H$\underset{9}{\underline{\quad}}$RO

FA$\underset{10}{\underline{\quad}}$R

$\underset{11}{\underline{\quad}}$EAT

BI$\underset{12}{\underline{\quad}}$

$\underset{13}{\underline{\quad}}$IND

NI$\underset{14}{\underline{\quad}}$E

BR$\underset{15}{\underline{\quad}}$VE

Eleanor Roosevelt's advice:

$\underset{1}{\underline{\;Y\;}}\ \underset{2}{\underline{\quad}}\ \underset{3}{\underline{\quad}}\qquad \underset{4}{\underline{\quad}}\ \underset{3}{\underline{\quad}}\ \underset{5}{\underline{\quad}}\ \underset{6}{\underline{\quad}}\qquad \underset{7}{\underline{\quad}}\ \underset{2}{\underline{\quad}}\qquad \underset{6}{\underline{\quad}}\ \underset{8}{\underline{\quad}}\ \underset{9}{\underline{\quad}}$

$\underset{6}{\underline{\quad}}\ \underset{8}{\underline{\quad}}\ \underset{10}{\underline{\quad}}\ \underset{11}{\underline{\quad}}\ \underset{12}{\underline{\quad}}\qquad \underset{1}{\underline{\;Y\;}}\ \underset{2}{\underline{\quad}}\ \underset{3}{\underline{\quad}}\qquad \underset{6}{\underline{\quad}}\ \underset{8}{\underline{\quad}}\ \underset{10}{\underline{\quad}}\ \underset{11}{\underline{\quad}}\ \underset{13}{\underline{\quad}}$

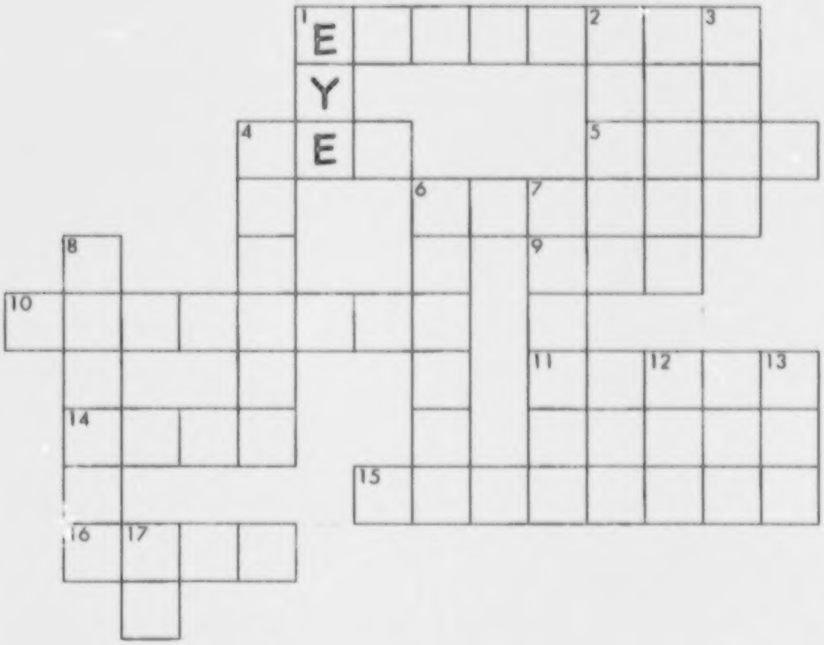
$\underset{1}{\underline{\;Y\;}}\ \underset{2}{\underline{\quad}}\ \underset{3}{\underline{\quad}}\qquad \underset{14}{\underline{\quad}}\ \underset{15}{\underline{\quad}}\ \underset{11}{\underline{\quad}}\ \underset{11}{\underline{\quad}}\ \underset{2}{\underline{\quad}}\ \underset{6}{\underline{\quad}}\qquad \underset{7}{\underline{\quad}}\ \underset{2}{\underline{\quad}}.$

Answers on page 21.

LESSON 7

Use the clues to help you fill in the words listed below.
The first one is done for you.

ALPHA
CHILDREN
ELEPHANT
END
✓EYE
FINISH
FISH
HAD
HE
LEADER
LET
NEAR
PAID
SAY
SHIP
SHOWER
THANKS
THIN
THURSDAY
WEEKS



Across

1. Animal with a long trunk
4. ___ it all hang out.
5. Gave money for
6. Cod or sole
9. Rich ___ an idea.
10. Boys and girls
11. 52 ___ in a year
14. Close by
15. Wednesday, ___, Friday
16. Big boat

Down

✓1. You see with this.
2. Rich Marsh works for ___ Company.
3. Not fat
4. Rich was made team ___.
6. From start to ___
7. A light rain
8. "___ a lot!"
12. Last part: ___ of the line
13. Speak
17. ___ and she

Answers on page 22.

LESSON 8

Look across (→) to find words that are listed below. Circle the words in the puzzle.

C	B	S	T	R	E	T	C	H	T	Z	C
S	C	R	E	A	M	X	A	N	K	L	E
E	S	T	R	O	N	G	W	P	Z	D	F
H	D	U	L	S	P	R	A	I	N	G	R
T	H	R	I	L	L	S	P	R	I	N	G
R	S	M	A	R	A	T	H	O	N	B	X
B	Q	I	G	Y	S	P	R	I	N	T	I
O	M	V	B	O	S	T	O	N	F	A	J
S	T	A	R	T	E	F	I	N	I	S	H
E	V	E	R	Y	O	N	E	H	C	D	U
G	E	N	Y	B	S	T	R	A	I	N	Z
V	O	T	Z	S	U	R	P	R	I	S	E

ANKLE
BOSTON
EVERYONE
FINISH
MARATHON
SCREAM
SPRAIN
SPRING
SPRINT
START
STRAIN
STRETCH
STRONG
SURPRISE
THRILL

Answers on page 22.

LESSON 9

Fill in the missing letters. The baseball terms below are from the poem "Winner." Put the letters that are above numbers in the blanks at the bottom. You will have the name of a song you might hear at a baseball game. The first one has been done for you.

LEF_T_-CENTER
1

F___ST ___ALL
2 3

C___EC___ED SWING
4 5

HO___E PLAT___
6 7

F___UL
8

C___RVE BAL___
9 10

SIN___LE
11

The song:

"_T_ ___ ___ ___ ___ ___ ___ ___ _T_ _T_ ___ _T_ ___ ___
1 2 5 7 6 7 8 9 1 1 8 1 4 7

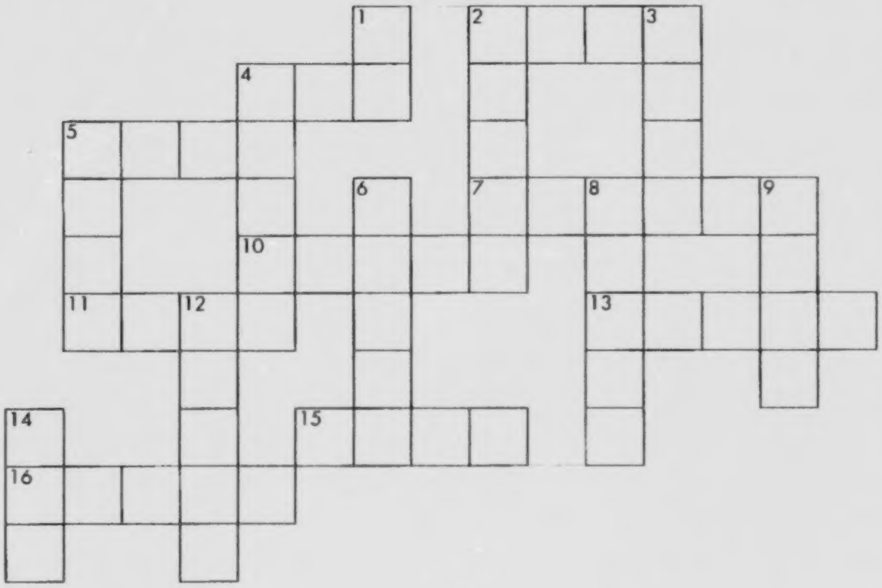
___ ___ ___ ___ ___ ___ ___ ___."
3 2 10 10 11 2 6 7

Answers on page 22.

UNIT 3 REVIEW

Use the clues to help you fill in the words listed below.

APRIL
ATE
BENCH
BEST
CHANCE
EACH
IN
KNOWN
LUNCH
NOTE
ONCE
REACH
THEN
THREE
THREW
WHALE
WHEN
WIN
WISH



Across

2. Good, better, ___
4. Come in first
5. Make a ___: hope for
7. Go for it: take a ___
10. Breakfast, ___, dinner
11. Short letter
13. Get there: arrive
15. One time
16. Tossed, as a ball

Down

1. Not out
2. Long seat
3. Now and ___ (once in a while)
4. Big sea animal
5. At what time?
6. Boston is a well-___ city.
8. Month before May
9. Every
12. One, two, ___
14. Had a meal

Answers on page 22.

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LESSON 10

Use the clues to help you fill in the words listed below. After you fill in the blanks, the boxed letters will answer the question "What do you call a dog's bark?"

BROIL
DAWN
ENJOY
FOOD
FOUND
SCHOOL
SOON
TAUGHT
THROUGH
TOY
YOU

Gave lessons __ ☐ __ __ __ __

A place for learning __ __ ☐ __ __ __
Grill, as a steak __ __ ☐ __ __
Done, finished __ __ __ __ ☐ __ __
Not lost __ __ __ ☐ __
Things to eat __ __ __ ☐

Any time now ☐ __ __ __
A thing to play with __ ☐ __
___ and I (we) __ __ ☐
Have fun __ ☐ __ __ __
When the sun comes up ☐ __ __ __

Answers on page 23.

LESSON 11

Use one letter to finish both words in each pair. Most of the words are in the Word Work on page 102. The first one is done for you.

~~c~~ f m s t

_c_ure	___lare	___hare	___ature	___error
_c_are	___ire	___ure	___ore	___ore

c l p r t

ber___y	firef___y	en___ire	___herry	s___ire
so___e	___ure	s___ore	s___ared	s___are

a e i o u

r___re	m___rry	ret___re	p___re	c___re
d___re	far___	h___re	ins___re	err___r

c d e i y

ferr___	b___fore	___hore	a___mire	w___re
cheer___	bar___	se___ure	bir___	t___re

Answers on page 23.

LESSON 12

Use the clues to help you fill in the answer words listed below. Then put the letters that are above numbers in the blanks at the bottom. You will have the name of a meal that will save you money when you eat out. The first one has been done for you.

BLUE
COOL
✓EARTH
HEARD
HELP
JOURNEY
NIGHT
POUR
QUART
SOUR
TEAR

World E(1) A R T H
Rip ___ ___ ___(2) ___
Four cups ___ ___ ___ ___(3) ___
Give aid ___ ___ ___(4) ___
Big trip ___ ___ ___ ___ ___ ___ ___(5)
The U.S. flag is red, white, and ___. ___(6) ___ ___ ___
Not day ___ ___(7) ___ ___ ___
Listened ___ ___ ___ ___ ___(8)
Not sweet ___(9) ___ ___ ___
Rain hard ___(10) ___ ___ ___
Not warm ___(11) ___ ___ ___

The meal: E(1) ___(2) ___(3) ___(4) ___(5) - ___(6) ___(7) ___(3) ___(8)

___(9) ___(10) E(1) ___(11) ___(7) ___(2) ___(4)

Answers on page 23.

UNIT 4 REVIEW

Fill in the missing letters in the phrases below that tell what a true friend will do. Then put the letters that are above numbers in the blanks at the bottom to learn an African proverb. The first one has been done for you.

LAUG$\underset{1}{\underline{\text{H}}}$ $\underset{2}{\underline{\text{W}}}$ITH $\underset{3}{\underline{\text{Y}}}$OU

SH$\underset{4}{\underline{\quad}}$W $\underset{5}{\underline{\quad}}$OVE

LISTE$\underset{6}{\underline{\quad}}$

G$\underset{7}{\underline{\quad}}$VE A$\underset{8}{\underline{\quad}}$VICE

P$\underset{9}{\underline{\quad}}$Y ATTEN$\underset{10}{\underline{\quad}}$ION

GIV$\underset{11}{\underline{\quad}}$ SUPPO$\underset{12}{\underline{\quad}}$T

TRU$\underset{13}{\underline{\quad}}$T

$\underset{14}{\underline{\quad}}$E THERE $\underset{15}{\underline{\quad}}$OR YO$\underset{16}{\underline{\quad}}$

The African proverb:

$\underset{1}{\underline{\text{H}}}$ $\underset{4}{\underline{\quad}}$ $\underset{5}{\underline{\quad}}$ $\underset{8}{\underline{\quad}}$ $\underset{9}{\underline{\quad}}$ $\underset{10}{\underline{\quad}}$ $\underset{12}{\underline{\quad}}$ $\underset{16}{\underline{\quad}}$ $\underset{11}{\underline{\quad}}$

$\underset{15}{\underline{\quad}}$ $\underset{12}{\underline{\quad}}$ $\underset{7}{\underline{\quad}}$ $\underset{11}{\underline{\quad}}$ $\underset{6}{\underline{\quad}}$ $\underset{8}{\underline{\quad}}$ $\underset{2}{\underline{\text{W}}}$ $\underset{7}{\underline{\quad}}$ $\underset{10}{\underline{\quad}}$ $\underset{1}{\underline{\text{H}}}$ $\underset{14}{\underline{\quad}}$ $\underset{4}{\underline{\quad}}$ $\underset{10}{\underline{\quad}}$ $\underset{1}{\underline{\text{H}}}$

$\underset{3}{\underline{\text{Y}}}$ $\underset{4}{\underline{\quad}}$ $\underset{16}{\underline{\quad}}$ $\underset{12}{\underline{\quad}}$ $\underset{1}{\underline{\text{H}}}$ $\underset{9}{\underline{\quad}}$ $\underset{6}{\underline{\quad}}$ $\underset{8}{\underline{\quad}}$ $\underset{13}{\underline{\quad}}$.

Answers on page 23.

ANSWER KEY

Lesson 1

BIG
FUN
PET
SON
HOT
BAD
READ
RUN
PANS
MUST

The wise saying: IF IT IS TO BE. IT IS UP TO ME.

Lesson 2

FAMILY
FR**I**ENDS
BO**R**N
SISTER
S**T**ATE

CLOCK
LIVES
LE**A**RNED
STOP
HA**S**

Lesson 3

grass	drift	that	swift	frozen
gift	dream	test	sky	field
lift	lamp	come	child	chest
state	cold	stamp	when	does
own	bump	olive	life	raft
sold	guest	wing	best	grant
poem	soaring	shift	clump	sent
cost	fear	bird	scold	wing

Unit 1 Review

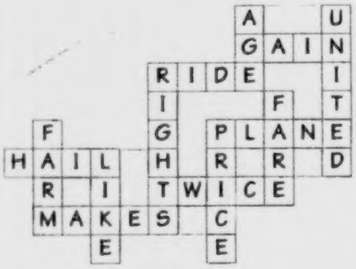
NIGHT
MEXICO
BETTER
GLAD
FIRST
TEXAS
HE
EFFECT
NEW

William Blake's thought:

NO BIRD SOARS TOO HIGH, IF HE SOARS WITH HIS OWN WINGS.

ANSWER KEY

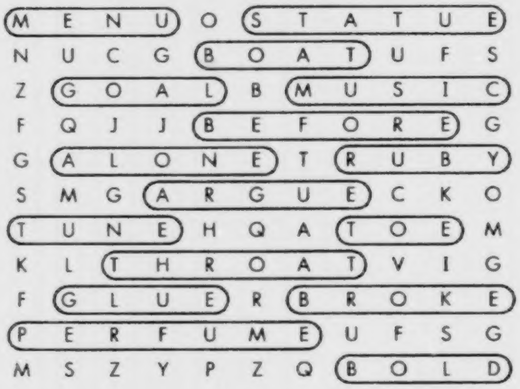
Lesson 4



Lesson 5

w hy	s teak	g reen	f eel	b read
w hen	s tory	g reatly	f ly	b rave
reac h	f l eet	c ity	yea r	alrea d y
t h ese	comp l ete	ea c h	st r eet	nee d
fam i ly	a head	yo u	s e at	wh o
f i re	e a sy	ca u se	wh e re	w o rk
wee k	h e el	ad m ire	m y self	wha t
k nown	br e ak	m ade	man y	re t ire

Lesson 6



M E N U O S T A T U E
N U C G B O A T U F S
Z G O A L B M U S I C
F Q J J B E F O R E G
G A L O N E T R U B Y
S M G A R G U E C K O
T U N E H Q A T O E M
K L T H R O A T V I G
F G L U E R B R O K E
P E R F U M E U F S G
M S Z Y P Z Q B O L D

Unit 2 Review

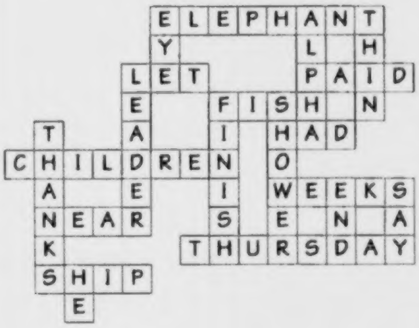
SHY	FAST	NEAT
STRONG	GLAD	BIG
ADULT	BRIGHT	KIND
SLIM	HERO	NICE
BEST	FAIR	BRAVE

Eleanor Roosevelt's advice:

Y O U M U S T D O T H E
T H I N G Y O U T H I N K
Y O U C A N N O T D O

ANSWER KEY

Lesson 7


ELEPHANT
LET
PAID
FISH
HAD
CHILDREN
WEEKS
NEAR
THURSDAY
SHIP

Lesson 8

C B S T R E T C H T Z C
S C R E A M X A N K L E
E S T R O N G W P Z D F
H D U L S P R A I N G R
T H R I L L S P R I N G
R S M A R A T H O N B X
B Q I G Y S P R I N T I
O M V B O S T O N F A J
S T A R T E F I N I S H
E V E R Y O N E H C D U
G E N Y B S T R A I N Z
V O T Z S U R P R I S E

Lesson 9

LEF_T_-CENTER

F_A_ST _B_ALL

C_H_EC_K_ED SWING

HO_M_E PLAT_E_

F_O_UL

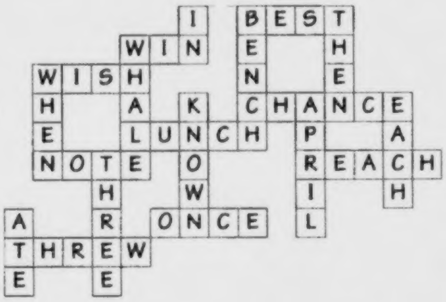
C_U_RVE BAL_L_

SIN_G_LE

The song:

"_T A K E_ _M E_ _O U T_ _T O_ _T H E_ _B A L L_ _G A M E_"

Unit 3 Review


BEST
WIN
WISH
CHANCE
LUNCH
NOTE
REACH
ONCE
THREW

ANSWER KEY

Lesson 10

T**A**UGHT

SC**H**OOL
BR**O**IL
THRO**U**GH
FOU**N**D
FOO**D**

SOON
T**O**Y
YO**U**
E**N**JOY
DAWN

Lesson 11

cure	**f**lare	**s**hare	**m**ature	**t**error
care	**f**ire	**s**ure	**m**ore	**t**ore
ber**r**y	firef**l**y	en**t**ire	**c**herry	s**p**ire
so**r**e	**l**ure	s**t**ore	s**c**ared	s**p**are
r**a**re	m**e**rry	ret**i**re	p**u**re	c**o**re
d**a**re	far**e**	h**i**re	ins**u**re	err**o**r
ferr**y**	b**e**fore	**c**hore	a**d**mire	w**i**re
cheer**y**	bar**e**	se**c**ure	bir**d**	t**i**re

Lesson 12

EARTH
TEAR
QUART
HELP
JOURNEY
BLUE
NIGHT
HEARD
SOUR
POUR
COOL

The meal: **EARLY-BIRD SPECIAL**

Unit 4 Review

LAUG**H** **W**ITH **Y**OU
SH**O**W **L**OVE
LISTE**N**
G**I**VE A**D**VICE
P**A**Y ATTEN**T**ION
GIV**E** SUPPO**R**T
TRU**S**T
BE THERE **F**OR YO**U**

The African proverb:

HOLD A TRUE
FRIEND WITH BOTH
YOUR HANDS

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1

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Vocabulary Workbook

Voyager

Reading and Writing for Today's Adults

1

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▶ Lesson 1

▶ **Rule:** Alphabetical order is the order of the letters in the alphabet.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z

A. Alphabetical Order Use the first letter of each word to put the words in alphabetical order. The first one is done for you.

1.

hopes	dreams
dreams	hopes
school	school

2.

want	______
hard	______
learn	______

3.

work	______
better	______
class	______

4.

stun	______
much	______
unit	______

5.

plan	______
read	______
first	______

6.

write	______
college	______
son	______

7.

goes	______
stories	______
true	______

8.

must	______
net	______
glad	______

B. Make New Words Change the vowel to *a*. Write the new word on the line. Read the new word. The first one is done for you.

1. big bag
2. then ____________
3. mop ____________
4. did ____________

C. Make New Words Change the vowel to *e*. Write the new word on the line.

1. and ____________
2. lot ____________
3. slid ____________
4. but ____________

D. Make New Words Change the vowel to *i*. Write the new word on the line.

1. for ____________
2. had ____________
3. shop ____________
4. fun ____________

E. Make New Words Change the vowel to *o*. Write the new word on the line.

1. cat ____________
2. ten ____________
3. an ____________
4. live ____________

F. Make New Words Change the vowel to *u*. Write the new word on the line.

1. not ____________
2. bad ____________
3. hot ____________
4. get ____________

▶ Lesson 2

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
job
from
years

2.
miss
family
safe
night

3.
born
life
friend

4.
Texas
gifts
Mexico
visit

B. Make New Words Replace the initial consonant with the initial consonant blend given in each column. Read the new word. The first one is done for you.

sp-

1. bell spell
not

gl-

2. sad
hum
pass

tr-

3. luck
dip

fl-

4. hat
by
name

C. Opposites Write each word on the line next to its opposite. The first one is done for you.

cause	glad	stand	true
first	hot	stop	✓work

1. play work
2. last __________
3. go __________
4. sad __________
5. cold __________
6. effect __________
7. sit __________
8. false __________

D. Which Word Does Not Fit? Write the word that is not like the others. The first one is done for you.

1.	brother	clam	sister	son	clam
2.	Mexico	Texas	Dallas	English	
3.	glad	hopeful	broom	brave	
4.	star	school	class	college	
5.	poem	stories	winter	newspaper	
6.	hope	dream	grass	want	
7.	ring	fall	winter	summer	
8.	first	then	last	dog	
9.	mop	state	broom	brush	

▶ Lesson 3

▶ **Rule:** When words start with the same letter, go to the second letter to put them in alphabetical order.

A. Alphabetical Order Use the second letter of each word to put the words in alphabetical order. The first one is done for you.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1\.
lamp ____lamp____
lose ____lift____
lift ____lose____

2\.
drift ________
didn't ________
den ________

3\.
brother ________
better ________
barren ________

4\.
plate ________
pump ________
pass ________

B. Make New Words Replace the final consonant with the final consonant blend given in each column. Read the new word. The first one is done for you.

-lt

1. bet ____belt____
men ________
fed ________
pep ________

-nd

2. bad ________
lap ________
stab ________
hat ________

C. Opposites Write each word on the line next to its opposite.

better
fast
live
lose
more
new
summer
wake

1. find ________________
2. less ________________
3. worse ________________
4. old ________________
5. die ________________
6. sleep ________________
7. winter ________________
8. slow ________________

D. What Is It? Write these words on the lines under the category they belong in. The first one is done for you.

✓bird
brother
bud
cat
child
crab
flower
girl
grass
grub
guest
hen
leaf
man
pet
rose
sister
tree

Plant	Animal	Person
	bird	

▶ Lesson 4

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
hold
hero
have
high

______
______
______
______

2.
school
start
son
seat

______
______
______
______

B. Make New Words Change the word to a long *a* word by adding a silent e. Read the new word. The first one is done for you.

1. fat ___fate___

2. can ______

3. rat ______

4. tap ______

5. mat ______

6. slat ______

7. fad ______

8. hat ______

C. Make New Words Change the word to a long *i* word by adding a silent e.

1. hid ______

2. pin ______

3. slid ______

4. win ______

5. grip ______

6. spit ______

7. slim ______

8. rid ______

D. Words That Sound the Same The word pairs below sound the same but have different meanings. Fill in each blank with the word that fits the sentence. The first one is done for you.

✓fair
fare

1. We all want the laws to be ____fair____.
2. Ken paid the bus ________ with quarters.

right
write

3. I could cook dinner if I had the ________ pans.
4. I want to ________ down the price.

plain
plane

5. The ________ ride to Mexico was long.
6. Russ likes to eat ________ white rice.

E. Choose the Right Word Choose the word that fits best in each sentence. The first one is done for you.

find
✓fine

1. I broke the law and paid a ____fine____.
2. Will you help me ________ my keys?

day
date

3. Now that the sun is out, it's a nice ________.
4. Jan's ________ of birth is on her license.

mine
mind

5. I hope you don't ________ if I stay.
6. The kite up in the tree is ________.

▶ Lesson 5

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

Friday ________
fight ________
family
flame ________
____

2.

month ________
medal ________
maybe
myself ________
____

B. Words That Sound the Same Write each word on the line next to its meaning. The first one is done for you.

weak ____week____ **1.** seven days
✓week ________ **2.** not strong

mail ________ **3.** man or boy
male ________ **4.** to send

two ________ **5.** one plus one
too ________ **6.** very

break ________ **7.** a rest
brake ________ **8.** stop the car

C. The Letters *ea* Write these words on the lines under the heading that describes how the letters *ea* sound.

breaks
cheap
great
greater
head
heat
instead
lean
please
spread
teacher
thread

ea* as in *easy	***ea* as in *bread***	***ea* as in *steak***
______	______	______
______	______	______
______	______	______
______	______	
______		

D. Which Word Does Not Fit? Write the word that is not like the others.

1. week day retire month ______
2. watch bread rice steak ______
3. shy old kind woman ______
4. white black bright green ______
5. brain place hands feet ______
6. why when white what ______
7. baby house hero neighbor ______

▶ Lesson 6

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

throat ____________

tree ____________

take

twice ____________

tune ____________

____

2.

wave ____________

where ____________

woman

wrong ____________

weak ____________

____

B. Which Word Fits Best? Write the word that fits best in each sentence.

(fuse *or* refuse) **1.** Jan gets mad when I ____________ to work in the garden.

(store *or* stone) **2.** I ran over a ____________ on my bike.

(union *or* unite) **3.** Gus pays his ____________ dues on the first of the month.

(bone *or* born) **4.** When I fell, I broke a ____________.

(state *or* statue) **5.** In front of the school there is a ____________ of a teacher.

(admire *or* admit) **6.** We all ____________ a hero.

(fine *or* fire) **7.** Hurry! Put out the ____________.

(proud *or* prove) **8.** He is ____________ of his son.

C. Opposites Write each word on the line next to its opposite.

after
baby
behind
day
lose
out
right
took

1. before __________

2. gave __________

3. wrong __________

4. in __________

5. ahead __________

6. night __________

7. win __________

8. adult __________

D. Which Word Does Not Fit? Write the word that is not like the others.

1. alive boat well fine __________

2. ruby call phone chat __________

3. drift float sail music __________

4. nice kind glue fair __________

5. late yesterday tomorrow today __________

6. told said place yelled __________

7. rake sea hoe plant __________

8. doesn't couldn't didn't had __________

9. snow over rain sun __________

10. girl his our hers __________

11. grain field grass city __________

▶ Lesson 7

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

shower ________________
sent ________________
space ________________
six ________________
stitch ________________
soap ________________
scream ________________

2.

computer ________________
cheer ________________
cute ________________
crock ________________
city ________________
cling ________________
cannot ________________

B. Synonyms Synonyms are words that share the same meaning. Write each word on the line next to its synonym.

began dad excited finish save
bump different film ill sent

1. started ________________
2. end ________________
3. mailed ________________
4. father ________________
5. lump ________________
6. thrilled ________________
7. keep ________________
8. other ________________
9. movie ________________
10. sick ________________

C. Make New Words Replace the initial consonant or consonant blend with the digraph given. Write the new word on the line and read it. The first one is done for you.

ch

1. tip ____chip____
spin ____________
deer ____________
wild ____________

th

2. wink ____________
bring ____________
hat ____________
rose ____________

sh

3. lift ____________
make ____________
rip ____________
book ____________

wh

4. male ____________
to ____________
slip ____________
bite ____________

D. Choose the Right Word Choose the word that fits best in each sentence.

reach
cheat

1. It would be hard to ____________ at this game.
2. When will he ____________ the finish line?

anywhere
everything

3. Phil won't go ____________ without his dog.
4. I got mad when he blamed ____________ on me.

▶ Lesson 8

▶ **Rule:** When words start with the same *two* letters, go to the third letter to put them in alphabetical order.

A. Alphabetical Order Use the third letter of each word to put the words in alphabetical order. The first one is done for you.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
through ____this____
this ____through____
Thursday ____Thursday____

3.
children ____________
chunk ____________
chore ____________

2.
clean ____________
clue ____________
clip ____________

4.
fish ____________
finally ____________
fire ____________

B. Choose the Right Word Choose the word that fits in each blank in the sentence.

scream
stream

1. A loud ____________ was heard when the boat tipped over in the ____________.

stretch
scratch

2. My cat likes to ____________ her legs and ____________ her nails on the rug.

C. Opposites Write each word on the line next to its opposite.

cannot
finish
flat
late
never
up
weak
well

1. start ____________
2. early ____________
3. ill ____________
4. can ____________
5. strong ____________
6. down ____________
7. always ____________
8. bumpy ____________

D. What Is It? Write these words on the lines under the category they belong in.

Alabama
American
boss
California
city
computer
flower
Germany
guest
neighbor
perfume
soap
tailor
Texas
worm

Person	**Place**	**Thing**

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▶ Lesson 9

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.
brush ______________
bridge ______________
break ______________
broom ______________
____

2.
preach ______________
prince ______________
proud ______________
pray ______________
____

3.
whale ______________
why ______________
whole ______________
whine ______________
____

4.
bench ______________
been ______________
beside ______________
being ______________
____

B. Which Word Does Not Fit? Write the word that is not like the others.

1. one single many alone ______________

2. through sprint race jog ______________

3. farmer train nurse teacher ______________

4. dinner lunch breakfast toast ______________

5. moth bird horse bee ______________

6. bleachers winner seats benches ______________

C. Synonyms Write each word on the line next to its synonym.

also cent guy rim slide throw

1. pitch ________________

2. slip ________________

3. man ________________

4. edge ________________

5. too ________________

6. penny ________________

D. Which Word Fits Best? Write the word that fits best in each sentence.

(chance *or* change) **1.** Before I go jogging, I will ________________ my clothes.

(bunch *or* brunch) **2.** Ray picked a ________________ of flowers from his neighbor's garden.

(string *or* strange) **3.** My car made a ________________ sound when I drove it yesterday.

(bridges *or* badges) **4.** The children all got ________________ from the firemen.

(French *or* France) **5.** Our teacher speaks ________________ and English.

(twice *or* twinge) **6.** Sam felt a ________________ in his ankle as he ran for home.

(prayed *or* sprayed) **7.** That man ________________ water on the stray cat.

▶ Lesson 10

A. Alphabetical Order Write the words on the lines in alphabetical order.

a b c d e f g h i j k l m n o p q r s t u v w x y z

1.

sprinkle ________________

span ________________

spoil ________________

splendid ________________

spell ________________

2.

steak ________________

still ________________

straight ________________

stool ________________

star ________________

B. The Letters *oo* Write these words on the lines under the heading that describes how the letters *oo* sound.

book broom foot groom school too
brook cool good look shook zoo

oo* as in *took	***oo* as in *food***
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

C. Synonyms Write each word on the line next to its synonym.

auto
fast
grin
happy
marry
pledge
road
scream
stream
visitor

1. street ____________________
2. brook ____________________
3. yell ____________________
4. car ____________________
5. guest ____________________
6. glad ____________________
7. smile ____________________
8. wed ____________________
9. speedy ____________________
10. swear ____________________

D. Opposites Write each word on the line next to its opposite.

cry
friend
good
hurt
join
kind
plump
soft
sooner
sunset
warm
with

1. hard ____________________
2. later ____________________
3. dawn ____________________
4. bad ____________________
5. without ____________________
6. cool ____________________
7. divide ____________________
8. thin ____________________
9. mean ____________________
10. help ____________________
11. foe ____________________
12. laugh ____________________

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Lesson 11

A. Words That Sound the Same Fill in each blank with the word that fits the sentence.

cent
sent

1. Dan's boss ______________ his check to him in the mail.
2. The price was three dollars and one ______________ for four apples.

sun
son

3. My friend takes her ______________ and daughter to school each day.
4. It will cool off later when the ______________ goes down.

cell
sell

5. Ms. White will ______________ me her old green truck.
6. Can you call Steve on his new ______________ phone?

B. Which Word Does Not Fit? Write the word that is not like the others.

1. unsure bold scared afraid ______________
2. sprain ankle arm hand ______________
3. cheery glad happy like ______________
4. five two three twice ______________
5. worth cost check price ______________

C. **Choose the Right Word** Choose the word that fits best in each sentence.

hire
hair

1. Dan combs his dog's ________________ every day.
2. My boss has to ________________ two new people.

error
every

3. There was an ________________ in that newspaper story.
4. Rich calls his girlfriend ________________ night.

alarm
arm

5. At six A.M. the ________________ went off.
6. The boy's ________________ was tired after the game.

cure
curly

7. Jonathon's hair is black and ________________.
8. I will ask the doctor if there is a ________________.

secure
scare

9. Did that big snake ________________ you?
10. I want my baby to feel safe and ________________.

shore
share

11. Those birds live near the ________________.
12. Would you like to ________________ my lunch?

world
worth

13. This book is ________________ ten dollars.
14. You're the best friend in the ________________.

Lesson 12

A. Synonyms Write each word on the line next to its synonym.

bleach
earth
employ
fear
noise
ripe
save
scared
trip
whole

1. sound ______________
2. afraid ______________
3. entire ______________
4. journey ______________
5. ground ______________
6. terror ______________
7. hire ______________
8. mature ______________
9. rescue ______________
10. whiten ______________

B. Opposites Write each word on the line next to its opposite.

arrive
came
closes
curly
dry
forget
near
nervous
sell
together
will
young

1. buy ______________
2. leave ______________
3. remember ______________
4. went ______________
5. old ______________
6. far ______________
7. apart ______________
8. opens ______________
9. straight ______________
10. won't ______________
11. wet ______________
12. calm ______________

C. Words That Sound the Same Fill in each blank with the word that fits the sentence.

made
maid

1. Sofia ________________ a gift for her friend.
2. My boss is going to hire a ________________.

hear
here

3. Dan can ________________ the train from his house.
4. Please put the book ________________ when you finish.

their
there

5. Gary doesn't know how to get ________________.
6. I asked my neighbors to turn ________________ stereo down.

D. The Letters *ear* Write these words on the lines under the heading that describes how the letters *ear* sound.

appear
clear
dear
early
earth
heard
near
pear
pearl
swear
wear

ear* as in *ear	***ear* as in *bear***	***ear* as in *learn***
________________	________________	________________
________________	________________	________________
________________	________________	________________
________________		________________

Answer Key

Lesson 1 (p. 4)

A. Alphabetical Order

1. dreams
   hopes
   school
2. hard
   learn
   want
3. better
   class
   work
4. much
   stun
   unit
5. first
   plan
   read
6. college
   son
   write
7. goes
   stories
   true
8. glad
   must
   net

B. Make New Words

1. bag
2. than
3. map
4. dad

C. Make New Words

1. end
2. let
3. sled
4. bet

D. Make New Words

1. fir
2. hid
3. ship
4. fin

E. Make New Words

1. cot
2. ton
3. on
4. love

F. Make New Words

1. nut
2. bud
3. hut
4. gut

Lesson 2 (p. 6)

A. Alphabetical Order

1. from
   job
   years
2. family
   miss
   night
   safe
3. born
   friend
   life
4. gifts
   Mexico
   Texas
   visit

B. Make New Words

1. spell
   spot
2. glad
   glum
   glass
3. truck
   trip
4. flat
   fly
   flame

C. Opposites

1. work
2. first
3. stop
4. glad
5. hot
6. cause
7. stand
8. true

D. Which Word Does Not Fit?

1. clam
2. English
3. broom
4. star
5. winter
6. grass
7. ring
8. dog
9. state

Lesson 3 (p. 8)

A. Alphabetical Order

1. lamp
   lift
   lose
2. den
   didn't
   drift
3. barren
   better
   brother
4. pass
   plate
   pump

B. Make New Words

1. belt
   melt
   felt
   pelt
2. band
   land
   stand
   hand

C. Opposites

1. lose
2. more
3. better
4. new
5. live
6. wake
7. summer
8. fast

D. What Is It?

Plant	Animal	Person
bud	bird	brother
flower	cat	child
grass	crab	girl
leaf	grub	guest
rose	hen	man
tree	pet	sister

▼ Lesson 4 (p. 10)

A. Alphabetical Order

1. have
   hero
   high
   hold
2. school
   seat
   son
   start

B. Make New Words

1. fate
2. cane
3. rate
4. tape
5. mate
6. slate
7. fade
8. hate

C. Make New Words

1. hide
2. pine
3. slide
4. wine
5. gripe
6. spite
7. slime
8. ride

D. Words That Sound the Same

1. fair
2. fare
3. right
4. write
5. plane
6. plain

E. Choose the Right Word

1. fine
2. find
3. day
4. date
5. mind
6. mine

▼ Lesson 5 (p. 12)

A. Alphabetical Order

1. family
   fight
   flame
   Friday
2. maybe
   medal
   month
   myself

B. Words That Sound the Same

1. week
2. weak
3. male
4. mail
5. two
6. too
7. break
8. brake

C. The Letters *ea*

ea* as in *easy	***ea* as in *bread***	***ea* as in *steak***
cheap	head	breaks
heat	instead	great
lean	spread	greater
please	thread	
teacher		

D. Which Word Does Not Fit?

1. retire
2. watch
3. woman
4. bright
5. place
6. white
7. house

▼ Lesson 6 (p. 14)

A. Alphabetical Order

1. take
   throat
   tree
   tune
   twice
2. wave
   weak
   where
   woman
   wrong

B. Which Word Fits Best?

1. refuse
2. stone
3. union
4. bone
5. statue
6. admire
7. fire
8. proud

C. Opposites

1. after
2. took
3. right
4. out
5. behind
6. day
7. lose
8. baby

D. Which Word Does Not Fit?

1. boat
2. ruby
3. music
4. glue
5. late
6. place
7. sea
8. had
9. over
10. girl
11. city

▼ Lesson 7 (p. 16)

A. Alphabetical Order

1. scream
   sent
   shower
   six
   soap
   space
   stitch
2. cannot
   cheer
   city
   cling
   computer
   crock
   cute

B. Synonyms

1. began
2. finish
3. sent
4. dad
5. bump
6. excited
7. save
8. different
9. film
10. ill

C. Make New Words

1. chip
   chin
   cheer
   child
2. think
   thing
   that
   those
3. shift
   shake
   ship
   shook
4. whale
   who
   whip
   white

D. Choose the Right Word

1. cheat
2. reach
3. anywhere
4. everything

▼ Lesson 8 (p. 18)

A. Alphabetical Order

1. this
   through
   Thursday
2. clean
   clip
   clue
3. children
   chore
   chunk
4. finally
   fire
   fish

B. Choose the Right Word

1. scream, stream
2. stretch, scratch

C. Opposites

1. finish
2. late
3. well
4. cannot
5. weak
6. up
7. never
8. flat

D. What Is It?

Person	Place	Thing
American	Alabama	computer
boss	California	flower
guest	city	perfume
neighbor	Germany	soap
tailor	Texas	worm

▼ Lesson 9 (p. 20)

A. Alphabetical Order

1. break
   bridge
   broom
   brush
2. pray
   preach
   prince
   proud
3. whale
   whine
   whole
   why
4. been
   being
   bench
   beside

B. Which Word Does Not Fit?

1. many
2. through
3. train
4. toast
5. horse
6. winner

C. Synonyms

1. throw
2. slide
3. guy
4. rim
5. also
6. cent

D. Which Word Fits Best?

1. change
2. bunch
3. strange
4. badges
5. French
6. twinge
7. sprayed

▼ Lesson 10 (p. 22)

A. Alphabetical Order

1. span
spell
splendid
spoil
sprinkle

2. star
steak
still
stool
straight

B. The Letters *oo*

oo* as in *took	***oo* as in *food***
book	broom
brook	cool
foot	groom
good	school
look	too
shook	zoo

C. Synonyms

1. road
2. stream
3. scream
4. auto
5. visitor
6. happy
7. grin
8. marry
9. fast
10. pledge

D. Opposites

1. soft
2. sooner
3. sunset
4. good
5. with
6. warm
7. join
8. plump
9. kind
10. hurt
11. friend
12. cry

▼ Lesson 11 (p. 24)

A. Words That Sound the Same

1. sent
2. cent
3. son
4. sun
5. sell
6. cell

B. Which Word Does Not Fit?

1. bold
2. sprain
3. like
4. twice
5. check

C. Choose the Right Word

1. hair
2. hire
3. error
4. every
5. alarm
6. arm
7. curly
8. cure
9. scare
10. secure
11. shore
12. share
13. worth
14. world

▼ Lesson 12 (p. 26)

A. Synonyms

1. noise
2. scared
3. whole
4. trip
5. earth
6. fear
7. employ
8. ripe
9. save
10. bleach

B. Opposites

1. sell
2. arrive
3. forget
4. came
5. young
6. near
7. together
8. closes
9. curly
10. will
11. dry
12. nervous

C. Words That Sound the Same

1. made
2. maid
3. hear
4. here
5. there
6. their

D. The Letters *ear*

ear* as in *ear	***ear* as in *bear***	***ear* as in *learn***
appear	pear	early
clear	swear	earth
dear	wear	heard
near		pearl

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Voyager

Reading and Writing for Today's Adults

1

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Voyager

Reading and Writing for Today's Adults

Student Booklet

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List V-F

1. the
2. and
3. in
4. he
5. for
6. but
7. not
8. can
9. do
10. all
11. are
12. you
13. have
14. with
15. work
16. stop
17. come
18. they
19. morning
20. birthday

List V-1

1. my
2. boy
3. saw
4. from
5. gave
6. when
7. high
8. fire
9. about
10. store
11. laugh
12. next
13. street
14. over
15. could
16. think
17. ground
18. began
19. picture
20. children

List V-2

1. tie
2. song
3. replay
4. know
5. family
6. unhappy
7. round
8. eight
9. without
10. happen
11. anything
12. different
13. myself
14. answer
15. breakfast
16. remember
17. everyone
18. thought
19. together
20. beautiful

List V-3

1. chief
2. discover
3. expect
4. teacher
5. mistake
6. afternoon
7. hundred
8. quickly
9. usually
10. sometimes
11. mountain
12. understand
13. automobile
14. dangerous
15. basketball
16. question
17. important
18. inventor
19. probably
20. government

List V-4

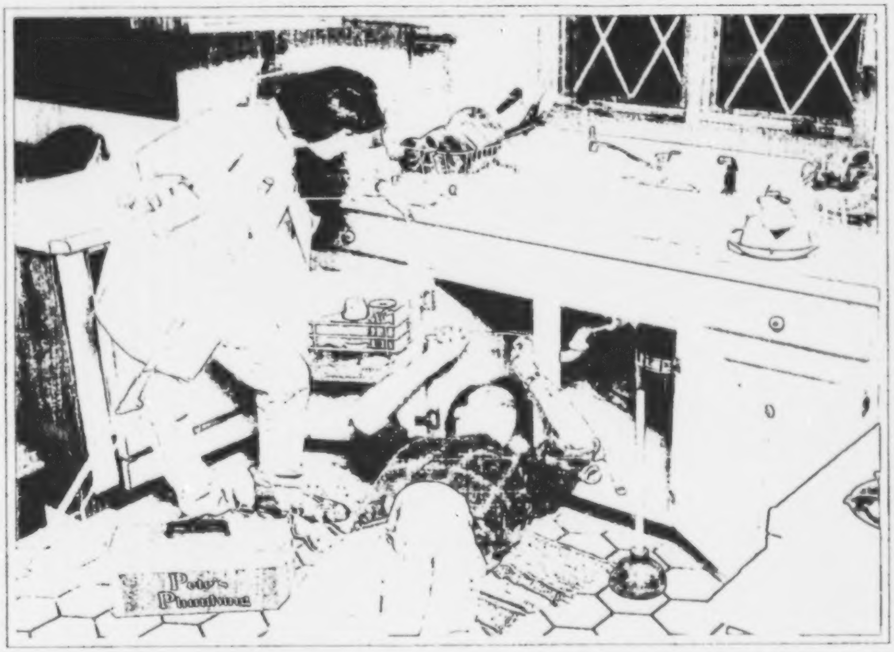
1. habit
2. adult
3. health
4. change
5. column
6. problem
7. selection
8. favorite
9. disease
10. nervous
11. chocolate
12. medicine
13. research
14. exercise
15. compare
16. hamburger
17. neighborhood
18. dictionary
19. community
20. information

List V-5

1. limit
2. angry
3. amount
4. choice
5. credit
6. savings
7. college
8. manage
9. provide
10. symbol
11. expense
12. enrollment
13. various
14. interview
15. capital
16. accident
17. graduate
18. emergency
19. education
20. transportation

List V-6

1. courage
2. request
3. theme
4. federal
5. anxious
6. success
7. military
8. physical
9. establish
10. conditions
11. sensitive
12. character
13. employee
14. experience
15. authority
16. occupation
17. appreciate
18. knowledge
19. opportunity
20. arrangement



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Pat's Problem

Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

UPI/CORBIS-BETTMANN

Rosa Parks

A Bus Ride

In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Grandma Pat

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Eat More Fruits and Vegetables

Adapted from the U.S. Department of Health and Human Services

Did you know that eating five fruits and vegetables a day is one of the most important things you can do to stay healthy?

Top health experts agree. Eating more fruits and vegetables is essential for better health! Experts all tell us that we should eat a balanced diet. It should be low in fat and have lots of fruits and vegetables.

Fruits and vegetables may lower your risk of cancer! 35% of all cancer deaths may be related to a diet high in fat and low in fiber. Fruits and vegetables help cut your risk of cancer. They are low in fat and are rich sources of vitamins A and C and fiber. A good diet is low in saturated fat and has plenty of high-fiber foods. It can cut the risk of heart disease, as well.

Eat five servings of fruits and vegetables a day! Eat them with many different foods. One serving is any one of the following:

- 1/2 cup of fruit
- 3/4 cup juice
- 1/2 cup cooked vegetable
- 1 cup leafy vegetable
- 1/4 cup dried fruit

Eat a variety of fruits and vegetables! They are all good for you. Be sure to include each day those that are high in vitamins A and C and fiber. They will help you stay healthy.

Being a Smart Borrower

Think carefully before you borrow money. Taking out a loan can help solve some problems, but paying off a debt can be expensive. Borrow only when you really need extra money right away.

For example, you might need to make major repairs to your car, or your child might need a lot of dental work. For problems like these you need a lot of money quickly, and a loan might be the answer.

People also borrow for large purchases and long-term goals. This allows you to use an item you buy while you are paying for it. For instance, most people take out a loan to buy a car or a house, and many people borrow to cover the cost of job training or college.

It's best not to take on a big debt unless you really need to. Before borrowing, ask yourself these questions:

- Do I really need to buy this now?
- Is it still a good deal when the interest (cost of borrowing money) is added to the price of the item?
- Can I afford the payments?

If you answer "no" to any of these questions, a loan might *cause* more problems than it solves.

If you decide to borrow, shop around for the best loan for you. Check with different banks, and ask about different types of loans. Get the lowest interest rate you can find.

Finally, get all of your questions answered. Be sure you understand the fine print on any loan contract before you sign it. Ask about your right to change your mind. Be a smart borrower.

Learning on the Job

One way to succeed on the job is to keep on learning. The world changes fast. Workers have to learn new skills to keep up.

Mastering Computer Skills

If you work in an office, you know how important computer skills are. Learning word processing or a graphics program can make you a more valuable employee. It may help you get promoted, too.

These days, it's not just office workers who use computers. Line workers in steel mills and printing press operators must use computers, too. In some restaurants, servers use handheld computers to send food orders to the kitchen instantly.

Serving Your Customers

You've heard the old saying, "The customer is always right." In today's world, that's more true than ever. And "customer" is being defined more broadly, as well.

There are the external customers—the people who buy a company's product or use its services. Now workers have to please internal customers, too. For example, suppose you work in the warehouse of a big discount store. All the salespeople want to make sure their sections are well stocked with merchandise. They are your internal customers. If you work in the accounting department, each employee whose paychecks or W-2 forms pass through your hands is your customer. This approach helps everyone in the company to be more productive.

Continuing Your Education

You can keep up-to-date by continuing your education. Smart employers know that it's well worth the cost to send workers to classes. Through training, workers can improve their current skills and learn new ones. If you want to take a class, tell your boss how you will be more productive as a result. Most employers are happy to hear their employees are willing to take on more training. You benefit by learning new skills. And you increase your worth on the job market. 11 ◁

CE

Voyager Placement Tool for Levels Foundation–6

INSTRUCTIONS

Purpose

The *Voyager Placement Tool* is designed to help you place students at the appropriate instructional level in the *Voyager* series. Appropriate placement is that level at which a student is challenged but not frustrated. Use the information you gather from this placement tool together with other information you have about a student to determine the *Voyager* book in which a student should start.

Description

The *Voyager Placement Tool* is designed to be given to each student individually. It typically takes 20–30 minutes to administer. The tool is divided into two parts.

Part 1: Word Lists

Part 1 consists of seven lists of words. Each list has 20 words taken from the corresponding *Voyager* book (List V-F corresponds to *Voyager Foundation Book*, List V-1 to *Voyager 1*, and so on). The lists can give you an idea of the size of a student's sight vocabulary and an indication of the student's proficiency at applying decoding skills.

Part 2: Reading Comprehension

Part 2 consists of seven reading passages, each of which is taken from an early lesson of the corresponding *Voyager* book. Following each passage are five comprehension questions that are typical of those asked in *Voyager*. They include both literal and inferential comprehension questions.

Administering the Tool

Administer the placement tool in a quiet, informal setting. If possible, sit across a table from the student. This seating arrangement allows you to mark the Teacher Scoring Guide without distracting the student. Begin by explaining that the purpose of the word lists and readings is to place the student in the *Voyager* book that matches his or her reading abilities. Describe the process by saying:

"First you will read one or more lists of words out loud. Then you will read one or more reading passages. After you have read a passage aloud, you will have a chance to reread the passage silently. Then I will ask you some questions about what you have read. You may look at the passage as you answer the questions."

Ask if the student has any questions before you begin, and try to ease any test anxiety the student has.

Administering Part 1: Word Lists

Have the student begin by reading aloud the first word list in the Student Booklet. In your Teacher Scoring Guide, put a plus mark (+) next to words that the student reads correctly and a minus sign (–) next to words the student cannot read correctly. In addition, write the student's incorrect response next to the word. Recording these responses will help you analyze the student's decoding skills after the tool is administered. Do not count as an error any word that the student corrects without help from you, and be sure to differentiate between true errors and differences in dialects or accents. If you have difficulty understanding a student's pronunciation but suspect that the student knows the word, ask the student to use the word in a sentence. If the student misses four words or fewer, go on to the next word list.

Voyager: Reading and Writing for Today's Adults™ Voyager Placement Tool for Levels Foundation–6
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9 8 7 6 5 4 3 2

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Determining When to Stop Continue administering the word lists until the student misses five words in a given list. At that point, discontinue Part 1 and begin Part 2.

Administering Part 2: Reading Comprehension

To determine where to start a student in Part 2, see the chart on page 5 of the Teacher Scoring Guide.

Have the student read each selection aloud so that you can assess word recognition skills in context. Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher Scoring Guide, read aloud the introduction to the selection. Then say:

"Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I'll ask you some questions about what you have read. You can refer to the passage when answering the questions."

Word Recognition Errors As the student reads aloud, underline key words that the student miscalls and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Count the number of key words the student miscalled or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher Scoring Guide.

Comprehension Questions When a student has finished reading a selection aloud, give the student the option of reading it again silently before you begin asking the questions listed in the Teacher Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selection while answering questions. The answers given in the Teacher Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read.

Determining When to Stop Discontinue Part 2 when the student misses either

- more than the maximum number of key words allowed for that selection, *or*
- two or more comprehension questions

Determining Placement

In general, you should begin a student in the *Voyager* book that corresponds to the level at which you stopped testing. Also take into consideration any other information you have. For example, if you have standardized test results for a student, consider those scores as well when placing the student. If scores conflict or you have difficulty determining the level at which to place a student, you may have the student complete the Skills Preview for the *Voyager* book at which you stopped testing. The score on the Skills Preview can help you determine if a book matches the student's skill levels.

Keep in mind that students who have reasonable sight word vocabularies and basic decoding skills but whose general knowledge is weak or who have trouble interpreting what they read may do significantly better on Part 1 than on Part 2. When this occurs, use the results on Part 2 to determine placement in the *Voyager* series. This will help ensure that the student has the appropriate reasoning and comprehension skills to be successful with the *Voyager* program.

Regardless of the level at which you place a student, you should carefully monitor the student's performance in the first few lessons. If the student is having significant difficulty and exhibits frustration, consider placing the student at the next lower level. Explain that the student will get the best results reading at a level that is both challenging and comfortable. Your personal observations of a student's reading abilities should inform your placement decisions as well as any adjustments you need to make.

CE

Voyager

Reading and Writing for Today's Adults

Teacher Scoring Guide

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Part 1: Word Lists

Student's Name ______________________________ **Date** ____________________

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-F

____ 1. the
____ 2. and
____ 3. in
____ 4. he
____ 5. for
____ 6. but
____ 7. not
____ 8. can
____ 9. do
____ 10. all
____ 11. are
____ 12. you
____ 13. have
____ 14. with
____ 15. work
____ 16. stop
____ 17. come
____ 18. they
____ 19. morning
____ 20. birthday

Total Missed ____

List V-1

____ 1. my
____ 2. boy
____ 3. saw
____ 4. from
____ 5. gave
____ 6. when
____ 7. high
____ 8. fire
____ 9. about
____ 10. store
____ 11. laugh
____ 12. next
____ 13. street
____ 14. over
____ 15. could
____ 16. think
____ 17. ground
____ 18. began
____ 19. picture
____ 20. children

Total Missed ____

▶ Stop testing when a student misses 5 or more words on a single list.

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-2

____ 1. tie
____ 2. song
____ 3. replay
____ 4. know
____ 5. family
____ 6. unhappy
____ 7. round
____ 8. eight
____ 9. without
____ 10. happen
____ 11. anything
____ 12. different
____ 13. myself
____ 14. answer
____ 15. breakfast
____ 16. remember
____ 17. everyone
____ 18. thought
____ 19. together
____ 20. beautiful

Total Missed ____

List V-3

____ 1. chief
____ 2. discover
____ 3. expect
____ 4. teacher
____ 5. mistake
____ 6. afternoon
____ 7. hundred
____ 8. quickly
____ 9. usually
____ 10. sometimes
____ 11. mountain
____ 12. understand
____ 13. automobile
____ 14. dangerous
____ 15. basketball
____ 16. question
____ 17. important
____ 18. inventor
____ 19. probably
____ 20. government

Total Missed ____

▶ Stop testing when a student misses 5 or more words on a single list.

Directions: Put a plus mark (+) next to words that the student reads correctly. Put a minus sign (–) next to words the student cannot read correctly. Write the student's incorrect response next to the word.

List V-4

____ 1. habit
____ 2. adult
____ 3. health
____ 4. change
____ 5. column
____ 6. problem
____ 7. selection
____ 8. favorite
____ 9. disease
____ 10. nervous
____ 11. chocolate
____ 12. medicine
____ 13. research
____ 14. exercise
____ 15. compare
____ 16. hamburger
____ 17. neighborhood
____ 18. dictionary
____ 19. community
____ 20. information

Total Missed ____

List V-5

____ 1. limit
____ 2. angry
____ 3. amount
____ 4. choice
____ 5. credit
____ 6. savings
____ 7. college
____ 8. manage
____ 9. provide
____ 10. symbol
____ 11. expense
____ 12. enrollment
____ 13. various
____ 14. interview
____ 15. capital
____ 16. accident
____ 17. graduate
____ 18. emergency
____ 19. education
____ 20. transportation

Total Missed ____

List V-6

____ 1. courage
____ 2. request
____ 3. theme
____ 4. federal
____ 5. anxious
____ 6. success
____ 7. military
____ 8. physical
____ 9. establish
____ 10. conditions
____ 11. sensitive
____ 12. character
____ 13. employee
____ 14. experience
____ 15. authority
____ 16. occupation
____ 17. appreciate
____ 18. knowledge
____ 19. opportunity
____ 20. arrangement

Total Missed ____

► Stop testing when a student misses 5 or more words on a single list.

▷ 4

Part 2: Reading Comprehension

Where to start in Part 2

If student stops Part 1 with	Start Part 2 with
Word List V-F	Selection V-F
Word List V-1	Selection V-F
Word List V-2	Selection V-F
Word List V-3	Selection V-1
Word List V-4	Selection V-2
Word List V-5	Selection V-3
Word List V-6	Selection V-4

Administering Part 2: Reading Comprehension

Have the student read each selection aloud so that you can assess word recognition skills in context. Have the student turn to the indicated page in the Student Booklet. On the corresponding page in the Teacher Scoring Guide, read aloud the introduction to the selection. Then say:

"Read this passage aloud. When you have finished reading, I will give you a chance to read it again silently. Then I'll ask you some questions about what you have read. You can refer to the passage when answering the questions."

Word Recognition Errors As the student reads aloud, underline key words that the student miscalls and cross out key words that the student skips. A key word is one that will change the meaning of a sentence or interfere with comprehension if it is misread or omitted. Count the number of key words the student miscalled or omitted. Do not count the same word more than once. Then write the total on the line provided at the bottom of each page in the Teacher Scoring Guide.

Comprehension Questions When a student has finished reading a selection aloud, give the student the option of reading it again silently before you begin asking the questions listed in the Teacher Scoring Guide. To ensure that you measure comprehension rather than memorization, allow the student to refer to his or her copy of the selection while answering questions. The answers given in the Teacher Scoring Guide are examples of acceptable answers. You should accept any response that clearly indicates the student has understood what he or she read. Put a plus mark (+) next to questions that the student answers acceptably. Put a minus sign (–) next to questions that the student does not answer acceptably.

Determining When to Stop Discontinue Part 2 when the student misses either

- more than the maximum number of key words allowed for that selection, *or*
- two or more comprehension questions

Selection V-F (from *Voyager Foundation Book*)

page 5 in Student Booklet

Introduction: This story is about a woman who has a problem.

Pat's Problem

Pat has a problem with a pipe.

She has a pipe that drips.

Pat calls a plumber.

The plumber puts in a new pipe.

The drip stops, so Pat is happy.

Comprehension Questions

____ 1. Who has a problem? *(Pat)*
____ 2. What is her problem? *(She has a pipe that drips.)*
____ 3. Who did she call? *(She called a plumber.)*
____ 4. Did the plumber solve her problem? How do you know? *(Yes. The story says that the plumber put in a new pipe and the drip stopped.)*
____ 5. How did Pat feel when her pipe was fixed? *(happy, glad, etc.)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 2 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-1 (from *Voyager 1*)

page 6 in Student Booklet

Introduction: This story is about a bus ride that became famous.

A Bus Ride

In 1955, Alabama had an unfair law. The law said that white people could sit anywhere on a bus. But black people had to sit in the back.

One day Rosa Parks got on a bus. She sat down. But a white man wanted her seat. Rosa Parks did not move. She did not think the law was fair.

Rosa Parks broke the law. She was arrested. Black people were mad. They didn't ride the buses for 381 days.

At last the law was changed. Now people can have any seat on a bus.

Comprehension Questions

____ 1. What did the unfair law say? *(Blacks had to sit in the back of the bus.)*

____ 2. What did Rosa Parks do to break the law? *(She refused to give her seat to a white man.)*

____ 3. Why did she break the law? *(She thought it was unfair.)*

____ 4. What action did black people take after she was arrested? *(They did not ride the bus for 381 days, they did not take the bus for a long time,* etc.*)*

____ 5. How did blacks' actions help change the law? *(The bus company lost customers and money, people began to see that the laws were unfair to black people,* or some similar, logical response.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 5 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-2 (from *Voyager 2*)

page 7 in Student Booklet

Introduction: This story is about family ties.

Grandma Pat

Lately I have been thinking of Grandma Pat. When I was a boy, I spent a lot of time at Grandma Pat's. She cooked me dinner when my mom and dad were working. And she told me the best stories. I could listen to her stories all day.

When I grew older, I would visit her. She was always glad to see me. When I had a problem, Grandma Pat would understand. "Sit down. Tell me what is bothering you," she would say. We would sit in her kitchen. I would talk and she would listen. She acted as if she would listen all day.

Now I know how lucky I was to have Grandma Pat. She was someone who always cared for me. She was someone I could tell my secrets to. Most of all, she made me feel like someone special.

Today I look at my little granddaughter. She is only two months old. But I promise her one thing. I will always try to be there for her—the way Grandma Pat was there for me.

Comprehension Questions

____ 1. Who has the man been thinking of lately? *(Grandma Pat, his grandmother,* etc.*)*

____ 2. When he was a boy, what did Grandma Pat do for him? *(cooked him dinner, told him stories,* etc.*)*

____ 3. When he grew older, what did Grandma Pat do for him? *(listened when he had a problem, made him feel special, always cared for him,* etc.*)*

____ 4. Why do you think the man has been thinking about his Grandma Pat lately? *(He has a grandchild of his own now.)*

____ 5. What is the main idea, or point, of this story? *(The man wants to be important in his granddaughter's life, just as his grandmother was in his life; the man's grandmother was important in his life;* etc.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-3 (from *Voyager 3*)

page 8 in Student Booklet

Introduction: This story is about a problem many married people face.

Nothing New

Gary and Trish had been married for seven years. They had seen some good times together. But the last few years, they always seemed to be fighting. Trish thought Gary spent too much money. Gary felt Trish nagged him all the time. He had started to think of getting a divorce. He went to his parents' home to talk about it.

"Come on in," his father greeted him. His father's smile faded when he saw the look on Gary's face. He listened quietly as Gary told what he was thinking.

"You know, Gary, you sound like me many years ago. There was a time when your mother and I almost got a divorce."

"What!" Gary exclaimed.

"Oh, yes," his father went on. "Most marriages go through a time like you're having now. But in the end, your mother and I wouldn't let it happen. You were just two years old at the time. We both then decided we had to make our marriage work. And I've been happy we did for thirty years."

Gary thought of his own young son. "You're right, Dad. At the least, Trish and I have to try harder."

Comprehension Questions

____ 1. What do Gary and Trish fight about? *(money: Trish thinks he spends too much; Gary thinks she is a nag.)*

____ 2. Why does Gary go to see his father? *(to discuss getting a divorce from Trish; to get his father's advice,* etc.*)*

____ 3. What surprising story did Gary's father tell? *(that he and Gary's mother once thought about a divorce)*

____ 4. What was the main idea, or point, of the father's story? *(to let Gary know that all marriages go through tough times, to let Gary know that he and Trish should consider their son,* etc.*)*

____ 5. Did Gary understand the point of the story? How can you tell? *(Yes. After hearing the story, Gary thinks of his own son and says he and Trish should try harder.)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 10 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-4 (from *Voyager 4*)

page 9 in Student Booklet

Introduction: This article tells about one way to stay healthy.

Eat More Fruits and Vegetables

Adapted from the U.S. Department of Health and Human Services

Did you know that eating five fruits and vegetables a day is one of the most important things you can do to stay healthy?

Top health experts agree. Eating more fruits and vegetables is essential for better health! Experts all tell us that we should eat a balanced diet. It should be low in fat and have lots of fruits and vegetables.

Fruits and vegetables may lower your risk of cancer! 35% of all cancer deaths may be related to a diet high in fat and low in fiber. Fruits and vegetables help cut your risk of cancer. They are low in fat and are rich sources of vitamins A and C and fiber. A good diet is low in saturated fat and has plenty of high-fiber foods. It can cut the risk of heart disease, as well.

Eat five servings of fruits and vegetables a day! Eat them with many different foods. One serving is any one of the following:

- 1/2 cup of fruit
- 3/4 cup juice
- 1/2 cup cooked vegetable
- 1 cup leafy vegetable
- 1/4 cup dried fruit

Eat a variety of fruits and vegetables! They are all good for you. Be sure to include each day those that are high in vitamins A and C and fiber. They will help you stay healthy.

Comprehension Questions

____ 1. What is the main idea of the article? *(Fruits and vegetables are important for better health, eating lots of fruits and vegetables will help you stay healthy,* etc.*)*

____ 2. According to the article, eating fruits and vegetables will lower your risk of what two diseases? *(cancer and heart disease)*

____ 3. Fruits and vegetables are a source of what two vitamins? *(A and C)*

____ 4. Based on the article, which snack would be a better choice: an apple or peanuts? Why? *(an apple, because it is high in fiber and low in fat; peanuts have more fat;* etc.*)*

____ 5. Name two kinds of food that you should eat less often, according to the article. *(food high in fat, food low in fiber)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 12 or more key word recognition errors or 2 or more comprehension errors are made

Selection V-5 (from *Voyager 5*)

page 10 in Student Booklet

Introduction: This article contains tips about borrowing money.

Being a Smart Borrower

Think carefully before you borrow money. Taking out a loan can help solve some problems, but paying off a debt can be expensive. Borrow only when you really need extra money right away.

For example, you might need to make major repairs to your car, or your child might need a lot of dental work. For problems like these you need a lot of money quickly, and a loan might be the answer.

People also borrow for large purchases and long-term goals. This allows you to use an item you buy while you are paying for it. For instance, most people take out a loan to buy a car or a house, and many people borrow to cover the cost of job training or college.

It's best not to take on a big debt unless you really need to. Before borrowing, ask yourself these questions:

- Do I really need to buy this now?
- Is it still a good deal when the interest (cost of borrowing money) is added to the price of the item?
- Can I afford the payments?

If you answer "no" to any of these questions, a loan might *cause* more problems than it solves.

If you decide to borrow, shop around for the best loan for you. Check with different banks, and ask about different types of loans. Get the lowest interest rate you can find.

Finally, get all of your questions answered. Be sure you understand the fine print on any loan contract before you sign it. Ask about your right to change your mind. Be a smart borrower.

Comprehension Questions

____ 1. What is the main idea of the article? *(Be careful when you borrow money.)*

____ 2. According to the article, when is it OK to borrow money? *(When you really need extra money right away; when you are making a major purchase; to buy a house or a car;* etc.*)*

____ 3. How does the article define the word *interest*? *(It is the cost of borrowing money.)*

____ 4. Name two questions you should ask yourself before borrowing. *(*Any 2: *Do I really need to buy this now? Is it still a good deal when the interest is added in? Can I afford the payments?)*

____ 5. Why do you think it is important to understand the fine print in a contract before you sign? *(There may be legal terms you haven't understood, there may be conditions that weren't mentioned or discussed,* etc.*)*

Word Recognition Errors ____ Comprehension Errors ____

▶ Stop testing if 14 or more key word recognition errors or 2 or more comprehension errors are made.

Selection V-6 (from *Voyager 6*)

page 11 in Student Booklet

Introduction: This article talks about why it's important to learn while you work.

Learning on the Job

One way to succeed on the job is to keep on learning. The world changes fast. Workers have to learn new skills to keep up.

Mastering Computer Skills

If you work in an office, you know how important computer skills are. Learning word processing or a graphics program can make you a more valuable employee. It may help you get promoted, too.

These days, it's not just office workers who use computers. Line workers in steel mills and printing press operators must use computers, too. In some restaurants, servers use handheld computers to send food orders to the kitchen instantly.

Serving Your Customers

You've heard the old saying, "The customer is always right." In today's world, that's more true than ever. And "customer" is being defined more broadly, as well.

There are the external customers—the people who buy a company's product or use its services. Now workers have to please internal customers, too. For example, suppose you work in the warehouse of a big discount store. All the salespeople want to make sure their sections are well stocked with merchandise. They are your internal customers. If you work in the accounting department, each employee whose paychecks or W-2 forms pass through your hands is your customer. This approach helps everyone in the company to be more productive.

Continuing Your Education

You can keep up-to-date by continuing your education. Smart employers know that it's well worth the cost to send workers to classes. Through training, workers can improve their current skills and learn new ones. If you want to take a class, tell your boss how you will be more productive as a result. Most employers are happy to hear their employees are willing to take on more training. You benefit by learning new skills. And you increase your worth on the job market.

Comprehension Questions

____ 1. What is the main idea of the article? *(It's important to keep learning on the job, learning new things increases your chances of job success,* etc.*)*

____ 2. According to the article, what are two benefits of learning computer skills? *(They make you a more valuable employee and may help you get promoted.)*

____ 3. Why is it important to please internal customers? *(They give feedback on your work; you work for them, too; your success depends on it;* etc.*)*

____ 4. Based on the article, who are a mailroom clerk's internal customers? *(Everyone in the company, everyone to whom the clerk delivers mail,* etc.*)*

____ 5. According to the article, what should you say to your employer to convince him or her to pay for you to take a class? *(You should give specific examples of how the class will make you more productive at work.)*

Word Recognition Errors ____ Comprehension Errors ____

▶ The acceptable score is 15 or fewer key word recognition errors or no more than 1 comprehension error.

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